WORKSHOP FOR ONLINE ENGLISH TEACHING

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Abstract

English is one of the most universal language around the world. However, despite the fact that it is universal, there are people who do not know the language despite having their desires to learn the language. In the recent past the world was hit by a global pandemic which resulted to people looking for alternative methods of learning. Most of the people embraced online learning. However, there is need to understand that online learning needs to be fun and motivating. It is upon this realization that the workshop was set up to help understand and determine how English learning students can learn the same online. In this project, the approach is a workshop approach whereby three important designs and technologies are discussed on how to teach English online and at the same time ensuring that it is fun and motivating the student to learn. The method is useful for language learners since they are given a chance to learn how to speak, listen and at the same time some vocabularies through a number of activities. The main technologies discussed in the project include Kahoot, GoNoodle and the use of Quizlet or the Flashcards. Therefore, what the study concludes is that EFL teachers should use the Kahoot, GoNoodle and Quizlet technology to help students learn English vocabularies, listening and speaking online.

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Chapter 1: Introduction

Because of the COVID virus, which spread throughout the world in 2020, schools all over the world were forced to change their teaching methods and implement online learning. The unique coronavirus pandemic has compelled schools across the globe to take precautionary steps to safeguard their pupils and staff as well as to rethink new ways of learning and teaching (Niculina Nae, 2020). In the past, online courses were considered an optional extra; however, now online courses and remote learning have become the standard method of instruction. It has become more difficult for most teachers to teach in person because the teaching method has shifted from face-to-face courses to entirely online courses. Teachers face a variety of challenges, including determining which platform to use to meet children online, how to manage a virtual class, and how to use online resources to supplement classroom instruction. Other difficulties include determining which resources or websites are the most effective for teaching a specific topic and how to efficiently impart knowledge via the internet. When I first began teaching online learning, I was confronted with the questions listed above.

Cabarrus County closed its schools in March 2020 and transitioned to an online learning environment. Beginning in March 2020, Cabarrus County schools actively worked to improve the Canvas system, which serves as a foundation for online teaching and learning while also implementing new features. Teachers in Cabarrus County have participated in a variety of training and professional development opportunities designed to assist them with online teaching and learning. Cabarrus County was unable to resume schools until August 2021, due to a lack of

funding. During the one and a half years of remote teaching, teachers in Cabarrus County have progressed from fully remote teaching to a hybrid teaching mode (half remote students and half face-to-face students) and will continue to do so until all students return to the classroom. Teachers encountered a variety of difficulties during each phase. Meanwhile, teachers have gained a wide range of online teaching methods and skills through their own personal experiences or through professional development opportunities.

Personally, I like learning about new technology and implementing them in the classroom. I think that technology makes teaching simpler and that technology makes learning more exciting for students. As a result, I have synthesized my experience and combined it with other relevant pieces to create a workshop series that is useful to instructors who are involved in online English instruction. The intended audience for my research and thesis is teachers and instructors who like incorporating technology into their lessons, who anticipate using technology into their lessons, and who make English class enjoyable and appealing. After reading my thesis, I hope that the recipients will put the technology I collected to use and contribute to improving the effectiveness of English instruction.

In this project, I have included a workshop that is divided into two major parts, both of which are intended to assist instructors in using technology in distant English teaching. The two major parts are as follows:

1. How to utilize technology to teach English vocabulary, English listening skills, and English-speaking skills to students.
2. How to use technology to motivate online English learners and maintain classroom management in a virtual setting.

The first part is concerned with the substance of the lesson. First, I have divided them into three sections: The first portion contains: 1) The application of technology to enhance vocabulary acquisition. The second part includes the application of technology in communication. Additionally, I have included the use of technology for listening and learning. The second part attempts to arouse students' interest in studying English despite the fact that they are doing it from a distance.

As a result of the novel coronavirus pandemic, the fragile balance of national economies has been disrupted, fear has been instilled, schools, public institutions, and businesses have been forced to close temporarily, and the movement of goods and people has been restricted by the closure of national borders, with unfathomable short- and long-term consequences for the majority of the countries affected (Nae, 2020). Students, instructors, and working parents were all impacted by the temporary shutdown of schools (Nae, 2020). As a consequence of the coronavirus epidemic, online education has become an essential outcome in our efforts to combat the virus. Virtual classrooms, digital collaborations, and computer-based learning are all examples of online learning, which is a subset of distance education that encompasses a diverse range of technology-enabled applications and learning processes, including computer-based learning, web-based learning, virtual classrooms, and virtual collaborations (Urdan & Weggen 2000). Besides that, online learning extends beyond planned topics of learning to acknowledge the importance of the unexpected and to encourage learners to be self-directed, allowing them to optimize incidental learning and to enhance performance overall (Jared & David, 2011).

As part of my preparation for a better online teaching workshop, I have studied, implemented, and collected research on the use of technology and the pedagogy of online learning. The findings of the study have given advice on topics such as virtual classrooms, web-

based education, and digital interactions between teachers and instructional staff. I also incorporated my online teaching experience from the one and a half year of virtual teaching as well as the experience of other instructors into this initiative at the same time. It is hoped that this course would assist ESL instructors in developing a successful online classroom environment.

Chapter 2: Literature Review

Overview

Several education-related organizations have been thrown into turmoil as a result of the Covid virus's appearance in 2019. Disruptions in everyday activities such as going to school and transferring education over the internet have been created by the deadly and infectious disease (Butnaru & Brînza, 2021). Several schools were forced to close for an extended length of time as a result of the outbreak. Multiple areas across the world have been affected, and there is fear that a full semester or perhaps even more could be missed in the near future due to the situation (Shivangi, 2020). Many countries across the world have embarked on an unprecedented large-scale online education initiative as a consequence of factors, such as accessibility, cost, flexibility, learning technique, and lifelong learning. The opposite has been asserted: online learning is widely available and may even reach rural and remote areas (Shivangi, 2020). During the pandemic, online learning became the most efficient way of obtaining continuing education credits available (Mahyoob, 2020).

Acknowledging one's own agency in learning, initiating, and sustaining meaningful multimodal connections, and acquiring conceptual and epistemic knowledge via active engagement with digital resources are all important components of online learning (Hartnett, 2016). It is in these types of online settings that the critical significance of students' self-regulation, motivation, and positive learning dispositions is stressed even more than it already is (Chiu & Hew, 2018). For virtual learning environments to be effective, it is essential to have a

practical perspective on students' cognitive, emotional, and behavioral engagement. This viewpoint may be gained via experience (Louwrens & Harnett, 2015). The social support of peers is especially important for learners who are migrating to a new educational environment in order to maintain their concentration and enthusiasm for online learning during this crucial period (Roeser & Eccles, 2021). A significant number of studies have addressed these critical issues in the field of educational technology. However, research evidence on how to appropriately adapt pertinent learning and motivational theories in order to design innovative and beneficial online pedagogy in complex, multifaceted, and even situational online learning environments is still lacking (Thomas & Kirsti, 2021).

In order to begin, I did an investigation into the present status of online learning. In the framework of the Covid-19 epidemic, I looked at online teaching and learning opportunities. My study of online learning pedagogy, in which I showed that online learning may be helpful to students, used a similar methodology. Then, I examine how other experts teach English online by looking at how others have utilized the internet to teach oral and listening English instruction. In the second part of the chapter, I look at methods to improve students' motivation for online learning activities. In my discussion on the integration of technology into online teaching. At the conclusion of this section, I will discuss some of the challenges that teachers may have when trying to integrate technology into their online classroom settings.

Accessibility of Online Learning

Hundreds of educational institutions across the world were forced to shut as a consequence of Covid-19, and universities have been driven to invest in online learning as a result of the closures (Khadijah & Ahsan, 2020). In accordance with the results of the study

performed by Sakshi and Jaya (2020), online sessions were effective in breaking up a monotonous routine and were a wise use of time. According to the findings of (Mukhtar & Sethi, 2020), the practicality of online learning among students, trainees, and faculty members was examined. According to their findings, participants from all stages of the medical education continuum had good technical access, excellent online skills, and were prepared to engage in online discussions (Khadijah & Ahsan. 2020). Following the outbreak of the Covid virus, we recognized how critical it is to offer online education for our pediatric postgraduate students. This study found that students' levels of satisfaction with online learning were comparable to those found in previous studies, which is promising (Scagnoli, 2019).

During a pandemic, there are certain limitations to online learning opportunities. (Irawan & Lestari, 2020) reported that throughout the first two weeks of the study, research participants felt comfortable with online learning environments. During the second week of the term, students began to distribute memes in the form of complaints about online learning, which quickly spread across the campus (Irawan & Lestari, 2020). Because of a lack of timely responses, teachers were unable to assess students' understanding during online lectures. Additionally, the students said that they had a short attention spans and online learning was resource-intensive, both of which they regarded to be limitations. Despite the fact that the Covid epidemic requires the usage of online learning, there are many problems associated with online learning. The use of online modalities must be taught to teachers, and lesson plans that are lower in cognitive load and greater in interaction must be developed as a result (Ferri & Guzzo, 2020).

Covid-19 Experiences, Challenges, and Solutions for Students

The Covid-19 epidemic has forced many institutions and universities to shut their doors for a period of time. In a number of institutions, universities, and colleges, face-to-face

instruction has been phased out (Dhawan, 2020). In the case of educational activities, this has had a detrimental effect since social distance is critical at this time. Educational organizations have attempted to develop alternate methods of dealing with this diffcult situation. This closure prompted an increase in the number of online educational activities, ensuring that there would be no disruption in educational activity. Many faculty members have been engaged in determining the most effective ways to provide online course content, engage students, and conduct assessments. This catastrophe had led to the acceptance of the new technology by organizations that had previously been opposed to it. When it came to dealing with the present circumstances, the educational sectors found it especially challenging; professional education, notably medical education, proved particularly problematic (Shapiro & Gross, 2013).

Instructional Design and Online Learning Pedagogy

In online learning, students are responsible for the bulk of the work; instructors talk less, provide less lecture time, and listen to or read more student-led discussions than in traditional learning (Pelz, 2010). Student interest in a class topic can be aroused through effective teaching strategies, which also include engaging students in learning, developing two critical learning skills, keeping students on task, fostering sustained and useful classroom interaction as well as enabling and enhancing the acquisition of course content (Adebisi & Oyeleke, 2018). Garrison and Anderson (2003) identified three interdependent aspects that frame the educational experience, namely social, cognitive, and instructional presences, and explained how these dimensions interact with one another. (Garrison & Anderson,2003) also identified three interdependent aspects that frame the educational experience, namely social, cognitive, and instructional presences. (Garrison & Anderson,2003) created the Community of Inquiry (CoI)

Model, which has been widely utilized in online education and sponsored by a wide range of organizations since its inception in 1995. As indicated by the model, when there is evidence of sufficient amounts of the various component presences of the technique, it is thought that deep and meaningful learning has happened, as opposed to just retaining information (Xiaoying & Yue, 2017). This paradigm, according to (Budhai & Williams, 2016), is one of the most successful pedagogies for online learning because it puts a high focus on teaching, social interaction, and cognitive present in the learning environment.

Teaching presence is defined by Budhai and Williams (2016) as the responsibility of guiding, planning, and leading the learning process over the duration of a class session. Each member of the faculty is familiar with the course structure and the systematic organization of course materials, which includes weekly video lectures as well as assignments, readings, discussion boards and other means of contact. It is via the use of direct teaching, in which professors produce short but important video content and engage consciously in discussion forums that instructors have the opportunity to be physically there and share their knowledge and experience with the community. The degree to which a professor is engaged in the course's strategic design and outcomes determines the extent to which he or she is present during class (Twigg, 2003). That which is needed is being present as the one who is responsible for the learning process via the alignment of course material and the personal commitment to participate in the learning process that is required (Ruarte, 2019).

The degree to which a student's true self is displayed and perceived in an online course is referred to as social presence in this context (Rourke & Archer, 2001). Social presence is the term used to describe the task of creating camaraderie and a feeling of belonging in online classes. It is the responsibility of instructional assistants to help in the creation of course content

that will engage students in coherent relationships and a feeling of belonging with their peers in the group (Pelz, 2010). In order to do this, instructors should promote collaboration and nurture the development of a community of learners who support one another and contribute to the improvement of social interaction among students (Adebisi & Oyeleke, 2018). In addition, students who are learning English as a second language may benefit from good online instruction.

A study of online learning research done by the United States Department of Education (2010) found that students who participated in an online course performed on average better than their peers who participated in the same course in a traditional classroom setting (Tuan, 2015). An investigation of online learning versus traditional classroom instruction over many years showed that students enrolled in distance education courses outperformed their counterparts who were enrolled in traditional classroom instruction, according to recent research (Shachar & Neumann, 2010). In a comparison of one portion of online learning and one piece of face-to-face learning, (Neuhauser, 2002) stated that the quality of online learning was on par with the quality of face-to-face learning. According to the data report, researchers (Daniel & Schumacher & Stelter & Riley, 2016) found that online coursework has given excellent challenges to ESL students in both groups and individual activities, and that this has been confirmed by other researchers. Based on his research, (Al-Maqtri, 2014) came to the conclusion that both male and female English teachers support the use of online learning methods when it comes to teaching English. The use of computers and the internet to facilitate online instruction has the potential to improve the efficiency of English teaching and learning in China in the long term (Cai, 2012). In reality, computer-assisted language learning opens up new vistas of possibility in this field by increasing learners' involvement in active conversation, which in turn "facilitates the

development of second language competence," according to the authors (Peterson 2005, pp.29-40). Furthermore, the notion that "multimedia-assisted language acquisition and Internet-based education contribute to EFL students' cross-cultural competence" should be taken into account should also be taken into consideration (Kim 2005, pp.165-181).

Possibilities Of Online Learning Are Being Shared

The Covid-19 issue has led to a substantial rise in the number of people who are studying online (Magson & Fardouly, 2021). Much of the training that was once delivered face-to-face in classroom settings has now been completed entirely online. The crisis offers an excellent opportunity to evaluate the possibilities of online learning (Hodges & Bond, 2020). It also points out some of its major drawbacks, such as the requirement of adequate digital skills, computer equipment, and internet access in order to participate in online training, the difficulty of having to deliver classical work-based learning online, and the difficulties faced by teachers who are accustomed to providing classroom instruction. This brief examines the potential for online learning to expand learning possibilities while also identifying some major problems that have been brought to light as a result of the financial crisis (Magson & Fardouly, 2021). Taking steps to address these problems may aid in the expansion of online learning opportunities in the post-crisis era, as well as the inclusion of more people. As a result of the continuing Covid-19 issue, there has been a significant rise in online learning among university students. A large portion of the training that was initially intended for in-person delivery is now being provided online. Furthermore, people are urged to take advantage of the time saved by short-term employment programs to train online from the comfort of their own homes and learn new skills that will be helpful in the aftermath of the health crises (Hodges & Bond, 2020). Although it is too soon to

make a definitive evaluation, preliminary statistics and anecdotal evidence indicate that online learning is growing significantly. In the Flemish Region of Belgium, the number of people who participated in online training offered by the Government Jobs Service in the latter part of March 2020 was four times higher than the number of people who participated in the same training last year. Evidence from web searches also suggests that there has been an increase in interest in online training. Searches for terms such as online learning, e-learning, and Online Educational Open Training increased up to fourfold in Canada, France, Italy, the United Kingdom, and the United States between the end of March and the beginning of January 2021, as strict lockdown regulations were implemented in the majority of OECD countries. At the end of 2021, they were still about twice as high as their long-term tendency (Magson & Fardouly, 2021). As a result, the crisis offers an excellent opportunity to evaluate the possibilities of online learning. Some major drawbacks have also been discovered, such as the requirement of sufficient digital skills, electronic items, and an internet service in order to participate in online training, the trouble of delivering typical work-based learning online, and the difficulties faced by teachers who are accustomed to providing classroom instruction (Hodges & Bond, 2020). This study examined the potential for online learning to increase possibilities for adult learning, as well as some of the major problems that have been brought to light as a result of the financial crisis. Taking steps to address these problems may aid in the growth of online learning in the post-crisis era as well as the inclusion of more people in online learning programs (Magson & Fardouly, 2021).

English Language Instruction-Speech in the Online Environment

The number of studies looking into how audio conferencing (voice chat with the option of written chat), or audio graphic conferencing (voice chat with multimodal possibilities such as:

"symbol manipulation tools such as whiteboards and concept maps") can be used for foreign language learning, particularly in the context of asynchronous communication, has increased in recent months (Coburn, 2010). In recent years, researchers have been investigating how individuals learn to speak in a foreign language (Halen & Nilay, 2020), and the differences that occur throughout this process, for a long time. Several research studies have shown a negative connection between foreign language speaking anxiety and performance in the foreign language that was being spoken (Hewitt & Stephenson, 2012). Because of this, researchers have concluded that the following factors contribute to increased foreign language speaking anxiety: being required to speak in front of a group or at an exam; making mistakes and being mocked, and consequently having the fear of receiving a negative evaluation; difficulties with grammar, vocabulary, and pronunciation; and being prohibited from using L1 in class or when conversing with native speakers (as opposed to native speakers) (Liu, 2007). In order to avoid these difficulties, online learning seems to be a viable alternative for developing public speaking abilities in order to prevent these difficulties (Halen & Nilay, 2020).

Recently, an increasing number of studies have been conducted on the use of audioconferencing (voice chat with the option of written chat), or audio graphic conferencing (voice chat with multimodal possibilities, including "symbol manipulation tools such as whiteboards and concept maps" (Kenning 2010, p. 4), for foreign language learning, with the most recent being published in 2010 (Kenning 2010). More recently, books (Lamy & Hampel 2007) and collections (Zhang, 2008) on online language learners have emerged, with some of them including extensive sections on the use of audio and audio graphic conferencing. Studies published in journals such as CALL, CALICO, and Multilingualism and Technology are among those included in this category.

Conclusion

Setting up an online workshop for vocabulary, listening, speaking, and motivating is a useful skill, much like face-to-face learning. It's a challenging ability to express how utterances are processed and come out when listening and speaking since it's difficult to define how they're processed and come out. Choosing an online English learning objective entails considering what should be stated. The capacity to communicate effectively in a foreign language might be defined as English online learning. It's much more challenging in foreign languages, since successful oral communication requires the ability to utilize the language effectively in social situations. It requires more than the application of grammatical and semantic norms. (Faucette, 2001) refers to it as "a shop" and asserts that speakers, both native and non-native, pick the language from the store that they feel is suitable for the job in order to fulfill communicative objectives. It's also tough to explain how one speech leads to another and how they're digested. The speaker is under pressure to produce his or her utterances without much time to organize what and how he or she wants to say, so English online learning takes place in a situation where the speaker is under pressure to produce his or her utterances without much time to organize what and how he or she wants to say. "Setting an online learning workshop looks intuitively the most crucial," (Faucette, 2001). People who know a language are referred to as ‘speakers' of that language, as if speaking included all types of knowledge, and many, if not all, foreign language students are solely interested in online learning.

Chapter 3: Project Design

In this chapter, I will describe the suitable designs that may be used in teaching English speaking and listening online that I have created based on the research that I conducted for this project. It is important to note that the specific aim of the project is to help English learners to learn as much as possible in speaking English and at the same time to listen through virtual techniques. Some of the needs that English learners include pronunciation, vocabulary, and even speaking. Therefore, the I have included the most suitable technologies to meet the different needs of the students. For the project that I have created, the main focus will be on three different technologies to aid in the teaching of English online: technology for vocabulary learning, technology for speaking, and technology for listening. However, it is essential to understand that technology has to create enthusiasm and stimulate students for learning English although they are learning remotely.

One of the English learners' needs is to learn as much vocabulary in English as possible. Learning English vocabulary enables them to understand English better and even organize words in their communication (Khoiruman, 2021, p. 51). English is a communication tool, and therefore, one needs to make meaning when conversing. One of the features of this project is to incorporate the Kahoot game. Kahoot is an online game that offers teachers tools to create quizzes that are based on vocabulary. Moreover, using this technology, teachers have access to some pre-made games by other professionals, such as phrasal verbs and even articles.

Kahoot works to host interactive games, and then they challenge the students to complete the game quickly (Kaur & Nadarajan, 2020, p. 20). In the game room, students can compete against their classmates for points and streaks, and once they are done, the scores appear on the teacher's leaderboard. Moreover, Kahoot has some funny background music which makes the learning process fun and enjoyable. In addition, Kahoot can allow creators to have discussions or debates where the teachers can contribute to the conversation and correct the various errors (Lawn & Lawn, 2015, p. 110).

The rationale for selecting Kahoot is based on the fact that it makes virtual learning of vocabulary fun and at the same time enjoyable and hence stimulating the students to participate (Pope, 2021). Moreover, the competitive aspect of the technology makes the learning better and fits different learning styles for adults as it offers them a chance to learn from their peers, and. learning from peers is one of the most effective ways of teaching adults (Wang, 2012).

Another essential skill that English learners need to learn relates to speaking. After learning the vocabulary, it is crucial to learn how to use the vocabulary in speaking. GoNoodle tests students' physical health and emotional wellbeing, which is a priority when they spend long periods studying online and at home. GoNoodle promotes mindfulness and movement videos for the various school subjects and is hence regarded as a fantastic tool to use with children and teenagers (Whitney, 2016, p. 45). Additionally, it helps them with some music videos, other educational rap songs, and well-dressed funny, brightly colored presenters (Pope, 2021). It is important to note that the rationale for selecting this technology is because of the way it is presented as an English-speaking training tool whereby the student listen to rap songs from presenters, and then they engage in rap battles using English. This technology has a specific category meant for English language acquisition with the songs about commas, consonants, and

even contractions. It is important to note that the technology allows students to stream videos over shared devices, and the whole class can dance to the tune. Thus, the technology is a good fit for the online classes and would achieve the set target goal.

Another important technology that can go a long way in helping English learners is the use of Quizlet. It is important to note that it is a tool used by more than 140 million people with a different set of flashcards at the dispense of teachers to help in teaching English. The platform enables teachers to customize and create flashcards that they can share with students on Google Classroom (Hung, 2015). Flashcards can be used in several ways, such as exploring definitions, looking at examples of how to use the English words in a sentence, and even drilling pronunciation and intonation (Pope, 2021). In addition, flashcards offer several study modes that help students make choices like writing, spelling, or even memory.

Through this project, the three different technologies mentioned will be of great help to the English learners since they will provide them with a chance to learn English vocabulary, English listening, and English speaking. However, other creativity will ensure that students learn in the most conducive and enjoyable environment that will stimulate their learning experience and hence be able to get as much information as intended.

Chapter 4: Workshop Illustration

The workshop is an illustration of how to learn English Online through the use of different technologies. It is important to note that the technologies entail the learning of vocabularies, listening and speaking and eventually pronunciation of the various words. The aim of this chapter is to illustrate the various designs that may be used when it comes to online English learning. In the presentation there are specific examples of how to use the various designs that are the Kahoot technology, GoNoodle technology and use of Quizlet technology. This project solely aims to aid learners to progress in listening and speaking English Language. The learners must also adapt to listening through virtual techniques. That is, embrace the use of technology in learning English. The techniques are of various types and the learner may choose the most suitable technique for them.

First Stage

The first stage of the workshop entails acknowledging the idea that the main focus is appendix. In the slide there are three main slides which include the Kahoot Technology for English learning, GoNoodle Technology that is meant for learning English listening and Quizlet technology for English learning.

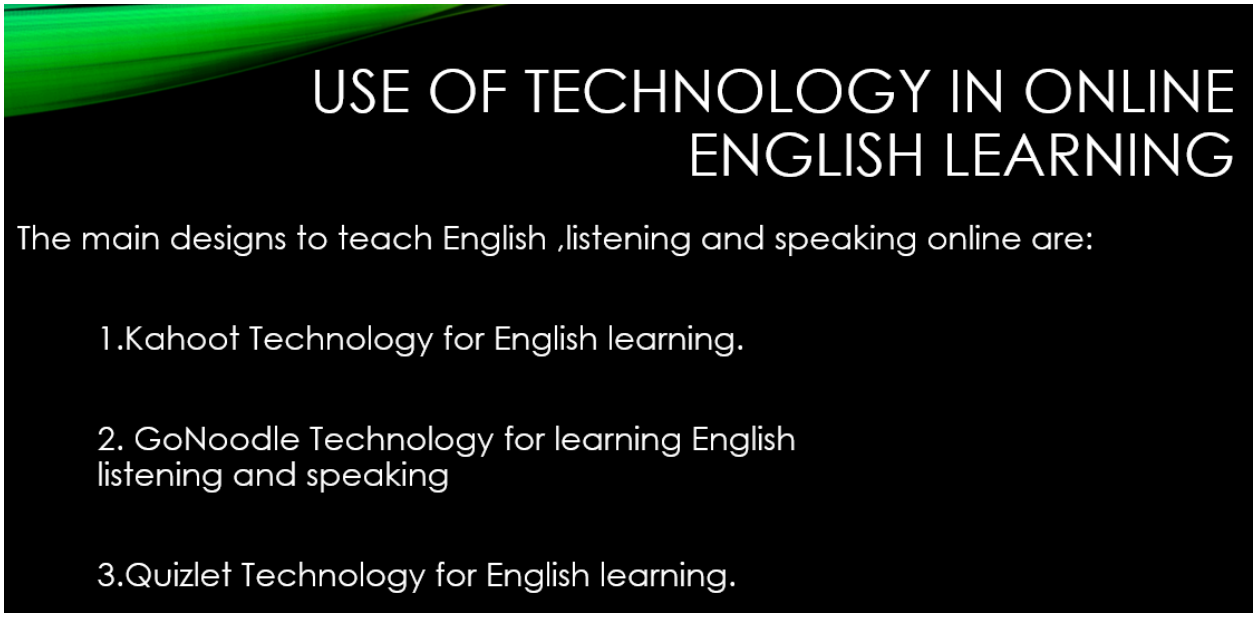


Figure 4.0: Introduction of the three designs used in the technology.

After mentioning the three designs, the next phase is to bring out the aim of the project. It is important to note that there is a need to bring out clearly the aim of the project which is to aid the learners to progress in listening and speaking English language. The other aim is to help the learners to adapt to listening through virtual techniques which is basically meant to embrace the use of technology in learning English. Moreover the workshop presentation proceeds to reveal the needs of the students in the English learning process that may include the pronunciation, vocabulary and speaking. According to Khoiruman the three needs are fundamental when it comes to learning English and they have to be included and that is the pronunciation, vocabulary, and speaking.

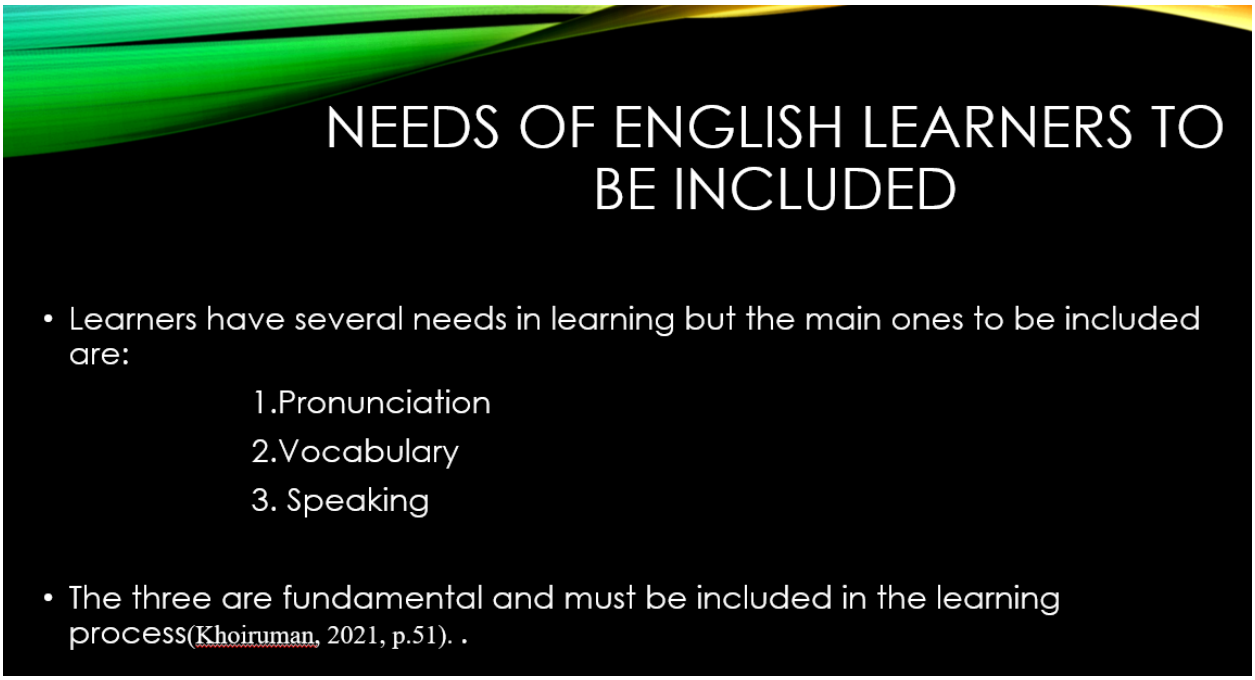


Figure 4.1: English Online Student Needs

Second Stage

The second stage in the workshop is now to introduce each of the designs specifically and explain how it operates. One of the technology designs is the Kahoot Technology.

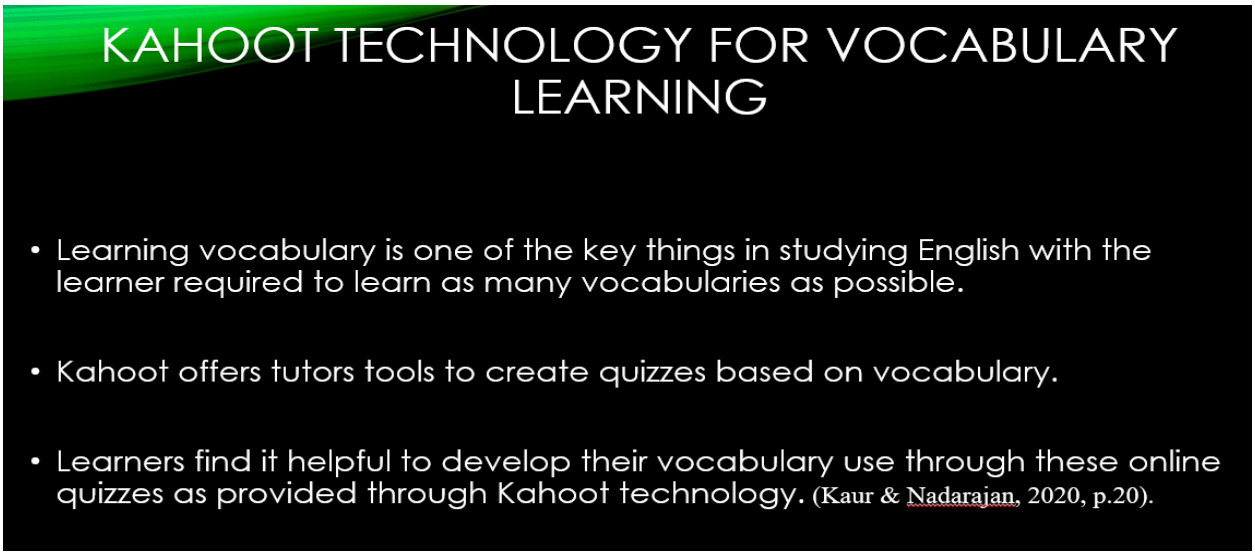


Figure 4.2: Introducing Kahoot Technology

Kahoot Technology for Vocabulary Learning

Next is to introduce how Kahoot Operates. Learning vocabulary is one of the key things in studying English with the learner required to learn as many vocabularies as possible. (Kaur & Nadarajan, 2020, p.20). Kahoot offers tutors tools to create quizzes based on vocabulary. Learners find it helpful to develop their vocabulary use through these online quizzes as provided through Kahoot technology.

In the use of KAHOOT Technology, the teachers are supposed to:

1. Go to **kahoot.com** and login to your account.
2. At the top of menu, click **Kahoots** tab.
3. In Kahoots Quiz page,
   a. Select the check box of a Kahoots quiz you want to play.
   b. Click **Play**.
4. Choose **Classic** (player vs. players) or **Team mode** (team vs. team with shared devices)
   Note: In "Game Options," you can customize point bonuses, name generator (auto-generated nickname to maintain student anonymity), randomization of questions and answers, two-step join for extra security (students enter the game pin and select the correct pattern), automatic transitions, and game pin display.
5. The screen will now display the game lobby with the Game Pin # and joining instructions.
6. Students enter the Pin # in Kahoot! mobile app or at **kahoot.it** on their devices (computer or mobile) and click **Enter**.
7. Students enter a nickname and click **OK, go!** button, which will populate on your screen in the game lobby.
   Note: Students also have an option of selecting an auto-generated nickname.
8. You will see students that joined this Kahoot! Click **Start** on your screen to begin the game.
9. The question and answer choices will be displayed on your screen, whereas student screens will display on the answer buttons.
   Note: Students will select the answer choice corresponding to the button with the same color and shape as the answer choice.

Figure 4.3: How to register in Kahoot

10. Once all the players have answered the question, the correct answer and a bar graph with the overall snapshot of the class responses will be displayed on the instructor's screen.
11. Click **Next** to move to the next question.
12. At the end of each question, the Leaderboard will display the top five scorers.
13. Once the game is over, winner information will be displayed in the Podium and the student screen will show their personal results and rank.
14. Click **Get Results** to be able to save an Excel spreadsheet with results of student responses and scores.

    Note: Students can rate the Kahoot quiz, and you can save those results as well.

Figure 4.4: Kahoot Continuation

The technology makes use of pre-made games by other professionals such as phrasal verbs. Kahoot hosts the games and the learners input a pin in their devices to access the games. Competition among learners is possible in the games room for points and streaks with the teacher as the moderator.

Application of Kahoot

When a tutor needs to teach and examine a new vocabulary, they will set a vocabulary game in Kahoot account. The question may be posed: What is the name given to an aero plane operator? A) Driver B) Pilot C) Engineer. Who is most suited by the title Barber? A) Person who shaves B) A person dealing with sells C) A drug dealer. The students who are logged in will attempt the questions and the teacher will present the automatic results on the screen with a performance guide. The next step is to introduce another example of using Kahoot is in the following:

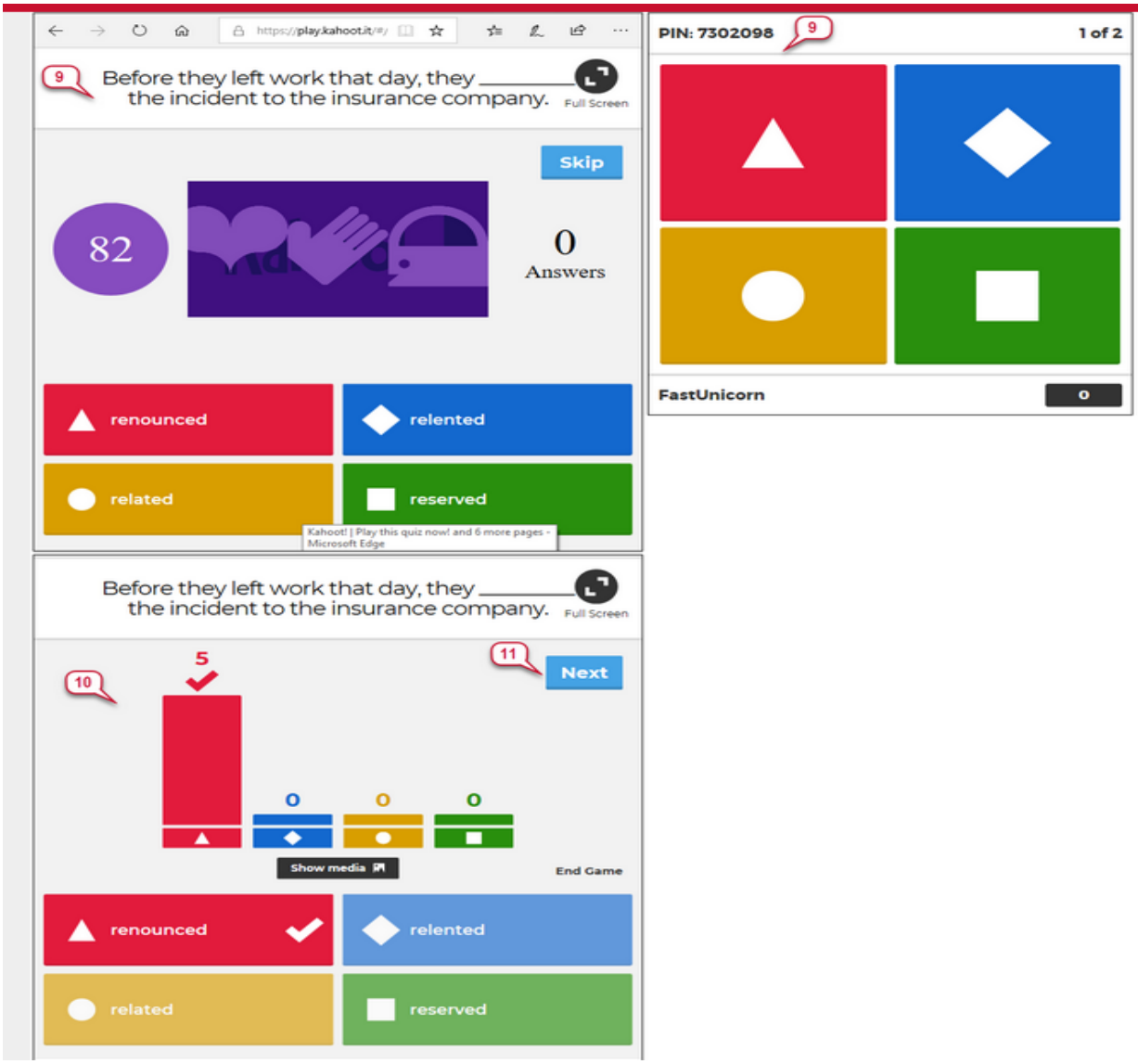


Figure 4.5: Example of How to use Kahoot

In the above example it gives four different option that can be used to answer the sentence above. It is important to note that now the teacher is the one that has the duty to reveal to the student the correct answer after making their selection. Lastly, the next step is meant to reveal the rationale for selection of KAHOOT. It is important to note that the project is meant for three main needs for students.

Rationale for Selecting Kahoot

Learning vocabulary via Kahoot is fun and enjoyable. Students are stimulated to participate in the learning process since they enjoy and obtain fun in learning. It is obvious to human beings to be productive in doing something they enjoy. Therefore, Kahoot ensures a complete tutorial in vocabulary. The technology has a competitive aspect, that is, it allows students to compete against one another. (Lawn & Lawn, 2015, p.110). Competitive aspect of the technology makes learning better and fits different learning styles. It gives a chance to adults to learn from their peers during the campfire moments (Pope, 2021).

GoNoodle technology for learning English listening and speaking

Listening and speaking is essential in learning English after learning vocabulary use. Go Noodle Technology gives a platform where learners can effectively learn listening and speaking techniques. (Whitney, 2016, p. 45). How to properly use vocabulary and to understand them is complemented by learning the listening and speaking techniques.

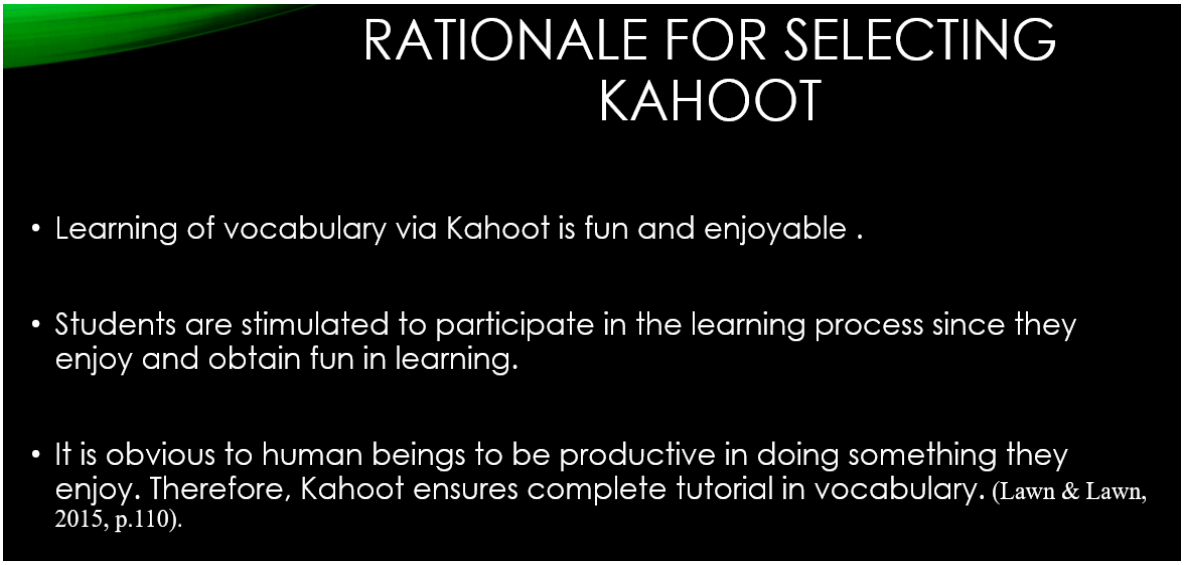


Figure 4.6: Rationale for selecting KAHOOT

The next step is to introduce the other technology which is the GoNoodle technology for listening and speaking.

Application of GoNoodle Technology

This technology is applied basically by children. Children login into the account using a mobile device then the tutor pre-formats a video game with repetitive words to enhance listening and speaking. Days of the week can be easily mastered by a repetitive song stating the days continuously with an appealing rhythm. The video must have funny animations of fellow kids singing and clapping thereby making kids repeat the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and finally Sunday. Gonoodle as an effective tool for children. Children enjoy using this tool as it promotes mindfulness and movement videos in various school subjects. The technology makes use of cool music, rap songs with brightly colored presenters making them brave, silly and smart. These features enhance the rate of learning since it is appealing to children (Pope, 2021).

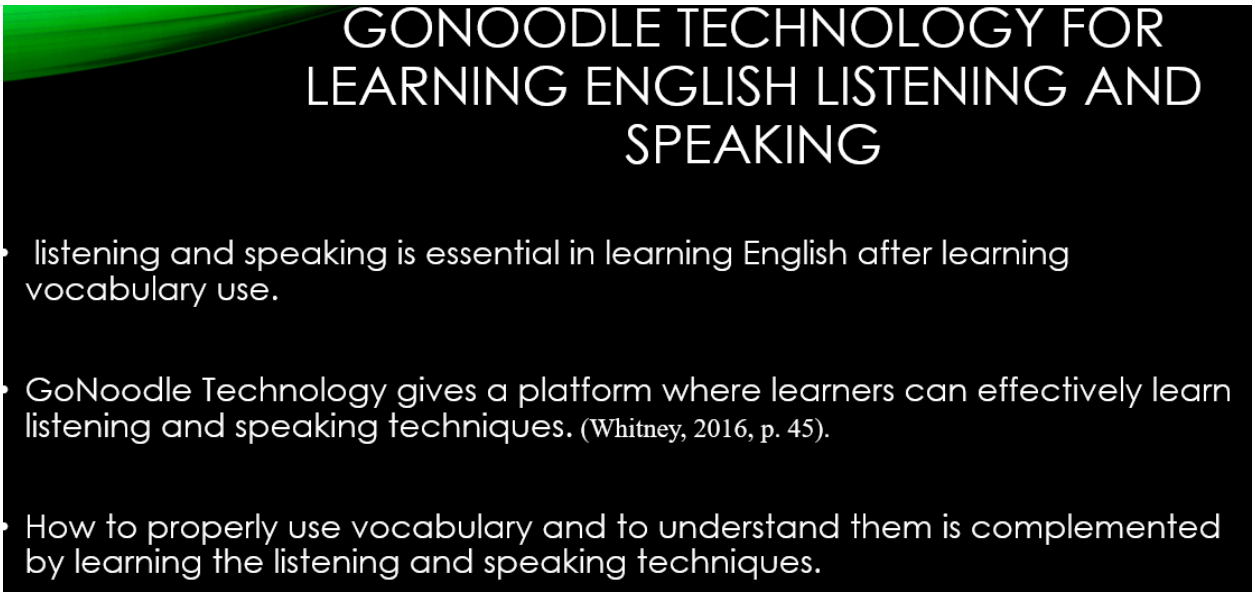


Figure 4.7: GoNoodle Technology

Rationale for Choosing GoNoodle

Features of the tool which enables students to listen to rap and engage in rap battle makes the technology desirable. The technology has specific categories with the songs talking about consonants, commas and contractions. This enables the learners to continuously practice with ease. Videos can be streamed over some shared device and the whole class dance to the tune. This creates a feeling of a class and it promotes learning among the students. The technology is thus efficient and a good fit tool for online learning.

The next step is to explain to the teachers what to do with the GoNoodle technology since they have a role to play in the selection of the game that the students will have play in learning process. As a teacher in the use of GoNoodle the teacher needs to choose a game, after selecting the game the teacher then walks the students via a number of instructions or introductions, the warm up routines and then the game itself. Then the next step that follows is a tally in the dashboard section that keeps track of the minutes that each activity, then the there are some points that are gained and also some medals are won which then is considered as a nice incentive for the class together with the teachers since they share the activity summary with the students.

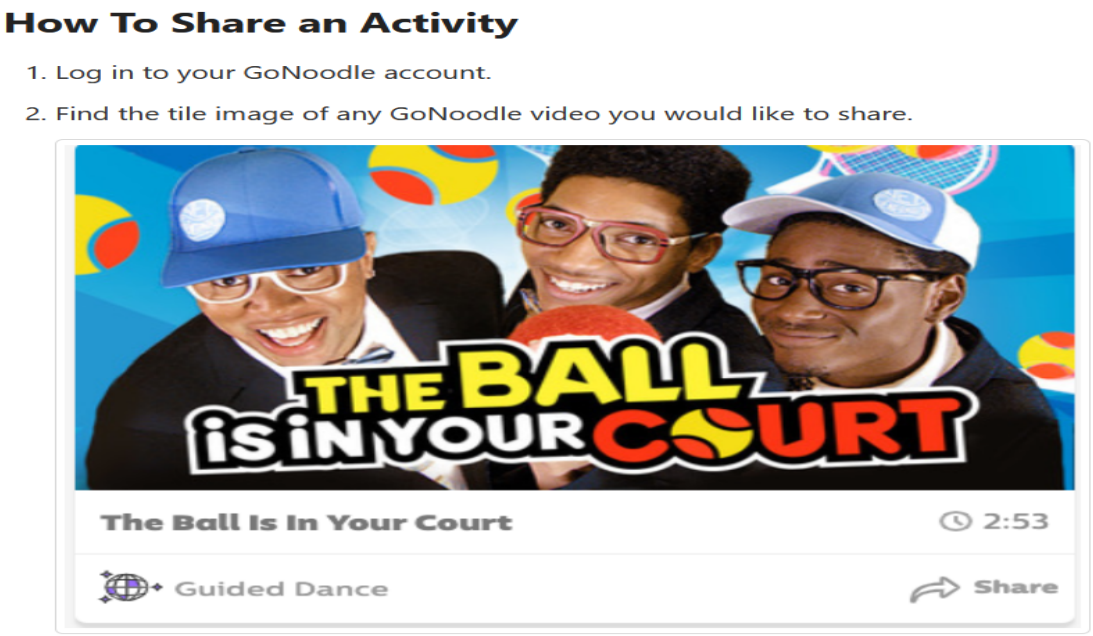


Figure 4.8: The best Approach to GoNoodle

The third step is to introduce the Quizlet or the flashcard technology that is meant for English speaking and learning.

Quizlet technology for English speaking and learning

This tool is very popular and is used by over 140million people. The teacher has at their disposal different sets of flashcards to aid in tutoring the English language. The platform also enables the teachers to customize their flash cards that they can share with the students in google classrooms.

Use of flashcards

Flashcards made by tutors are advisable to be used than the ones downloaded online. This strategy ensures perfect content absorption. Beautiful flashcards made by mixing pictures and words are more appealing and easily understood. Mnemonic devices can be inputted to make

flashcards easier to comprehend and recall. Writing one concept or question per card is another useful strategy. Making a card per concept makes mastication and memorization of concepts easier and faster. Error is easily minimized with this strategy as confusion is minimal due to less concept per card.

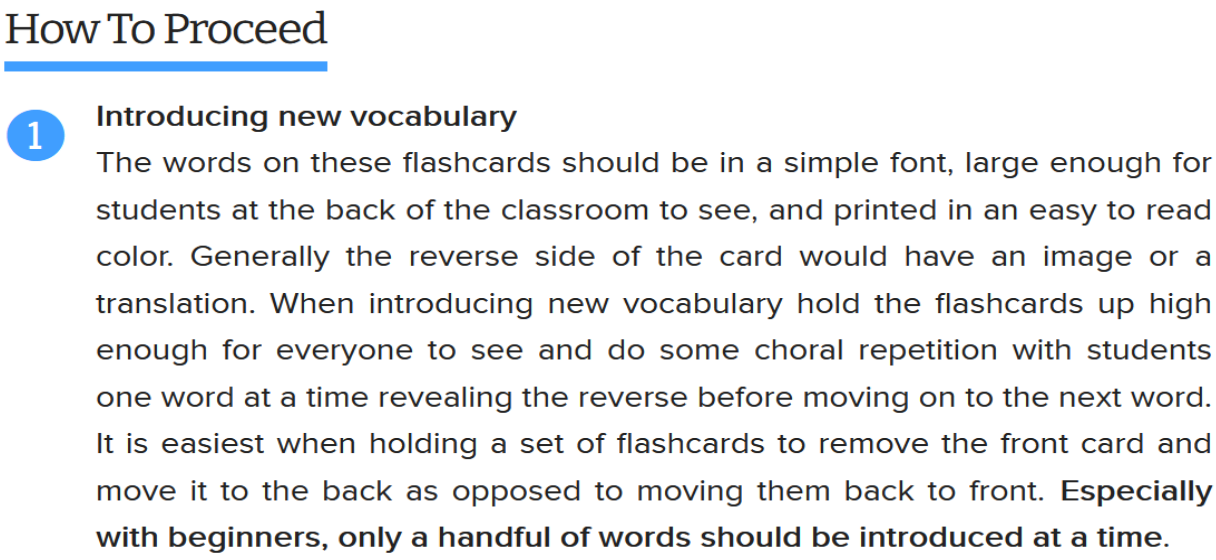


Figure 4.9: How to use Flashcards

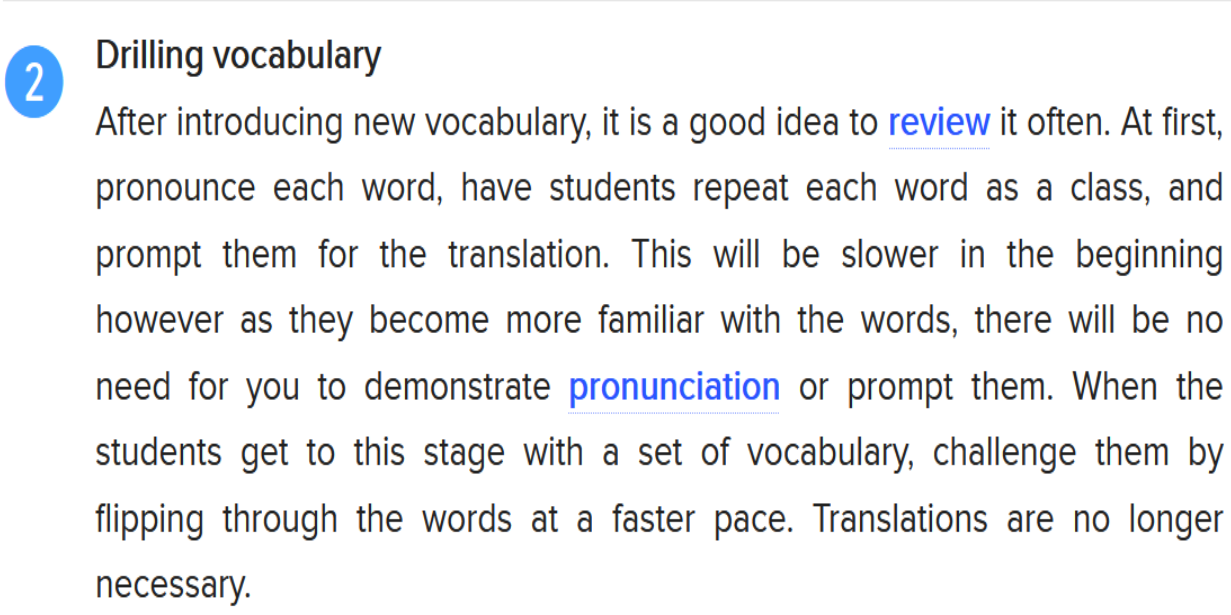


Figure 4.10: How to use Flashcards in Vocabulary

3 Practice

Small sets of flashcards can be used in a variety of fun activities. Here are some easy ones.

- **A variation on Snap** – Cards can have words, pictures, or numbers printed on one or both sides. Students play in groups of three to five. First have students spread the cards out (face up) on the desk in the middle of each group. Then simply say one vocabulary word aloud at a time. Students, upon hearing the word, must repeat it and slap the corresponding card. The student who slaps the correct card first gets to keep it and the student with the most cards in each group wins the round.

Figure 4.11: How to Practice Using Flashcards

Application of Quizlet/ Flashcards

This is the use of flashcards to learn concepts and vocabularies. When a class wants to study on types of cereals the tutor may create flashcards. One flashcard will be titled maize and an image of corn on the flip side of the flash for the student to comprehend. Barley can be labelled on the next card and its corresponding picture on the flip side. This way the student will learn the different types of cereals.

Importance of using flashcards

- Flashcards have numerous benefits:
- Understanding and thought process is improved.
- Flashcards stimulate thinking
- Visual enhancement of memory.
- Motor skills have improved.

Disadvantages of using flashcards

Flashcards are expensive and time consuming to make as one needs to be creative for the card to be effective. Abstract words and other lexical fields cannot be studied using flashcards. Repetitive use of flashcards is boring and makes learning slow and in extreme cases ambiguous. It is also important to note that in the online learning there is needs a lot of motivation

Summary

The technologies of learning are all of great benefit to learners. They facilitate learning and understanding of English. Kahoot, Quizlet and Go Noodle technologies to some great extent can be used simultaneously in learning the English language. Learners get a chance to learn remotely as the technology can be utilized from anywhere having internet connection. Studying English online via the studied technologies proves to be fun and enjoyable since it is appealing to the students. Online learning ensures flexibility and faster content absorption. Health challenges due to long hours of online studying is the main challenge of online studies.

Chapter 5: Conclusion

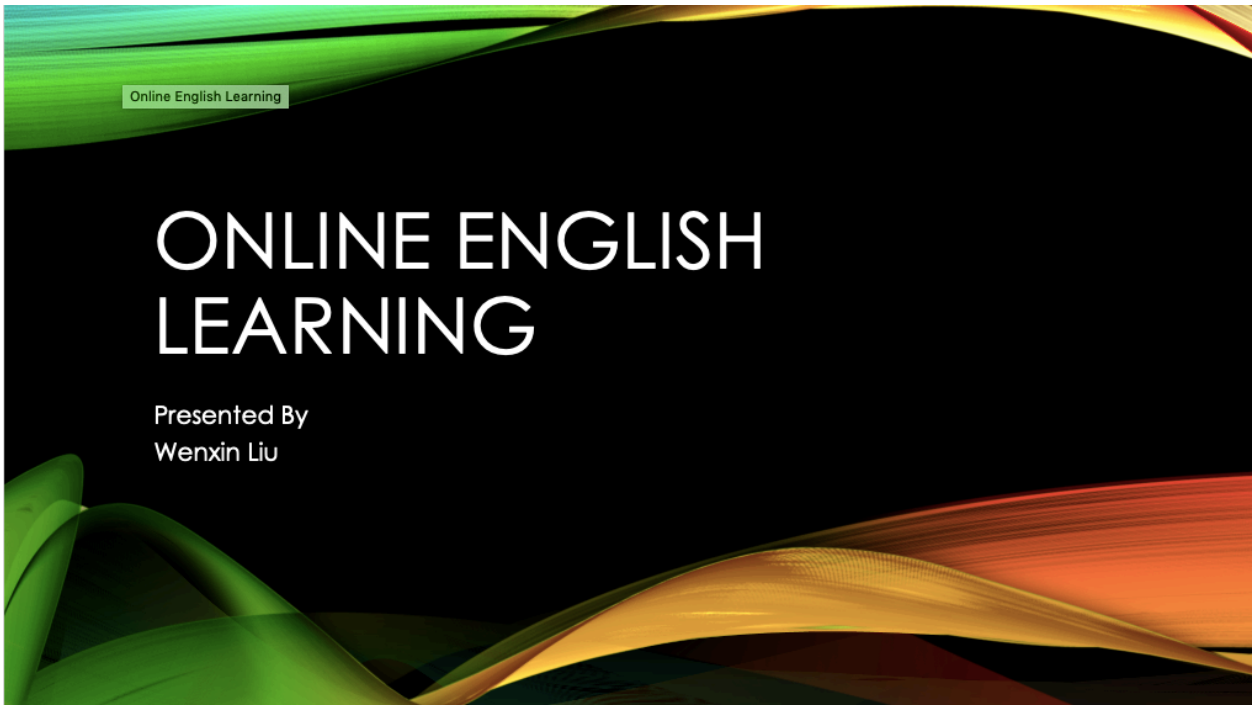
Learning online sometimes can be hectic, especially when the students are not motivated at all. However, various technologies can be put in place to help both teachers and students learn effectively. In the project, the main focus was on learning English subjects online. It is important to note that different works of literature published have revealed that there is a need to have online learning. The demand for online education has improved in the past two years due to the pandemic. In the past years, several schools were forced to close for an extended time due to the outbreak. Most schools across the country were affected due to the coronavirus, thus creating a demand for online education.

Based on the project, the online English learning, it was meant to help students learn the English subject in terms of speaking, vocabulary, and listening. In the process of learning online, students and teachers can benefit significantly from the use of technology. In the workshop, the project has revealed that different technologies can help students learn English effectively. Some of the technology that can be used include the flashcard, Quizlet, and even the GoNoodle. Moreover, the technology keeps on motivating the students. The various technologies can be effective in learning English, but still, there is a need to understand that different students need different learning styles. As a result of this diversity, it is challenging to teach every aspect of learning online. Nevertheless, when it comes to learning English, it can be done online because, in language, there is nothing much other than learning how to spell some words, listening, and even how certain words can be used together.

During the entire project, I have come to learn a lot of things regarding the workshop. One of the main messages is that for a workshop project, one needs to plan early enough, and that time is an essential factor when it comes to such massive projects. One needs to plan how to allocate time to different parts of the project. When learning English, one needs to know how to plan the different aspects of the project; there is a need to plan and allocate the various phases, such as the presentation of the project to the teachers. It is important to note that for both the students and the teachers, the use of specific technologies will be new to them, and therefore, time helps to train and familiarize oneself with the project. Flashcards, GoNoodle, and even Kahoot need a specific understanding of how each application works to deliver on the same effectively. However, one crucial thing noted in teaching English online is that one needs to understand the importance of motivating the students and rejuvenating them even in the online learning mode. As seen during the project, motivation is crucial because it makes the student remain attentive during the online teaching time, and at the same time, it breaks the monotony of classroom teaching.

The entire project has been an eye-opener as it has helped me see different aspects of online learning. Through the project, I learned a lot of information regarding online English learning and, at the same time, how the same can be implemented to bring out maximum benefits. It is crucial to note such information can be helpful in the future in the teaching career. Moreover, the information is crucial because it helps ensure the students remain focused and enable them to learn English conveniently. It is important to note and understand that the project comes with a lot of information that can be applied in teaching various things in life remotely.

Appendix A: Slides



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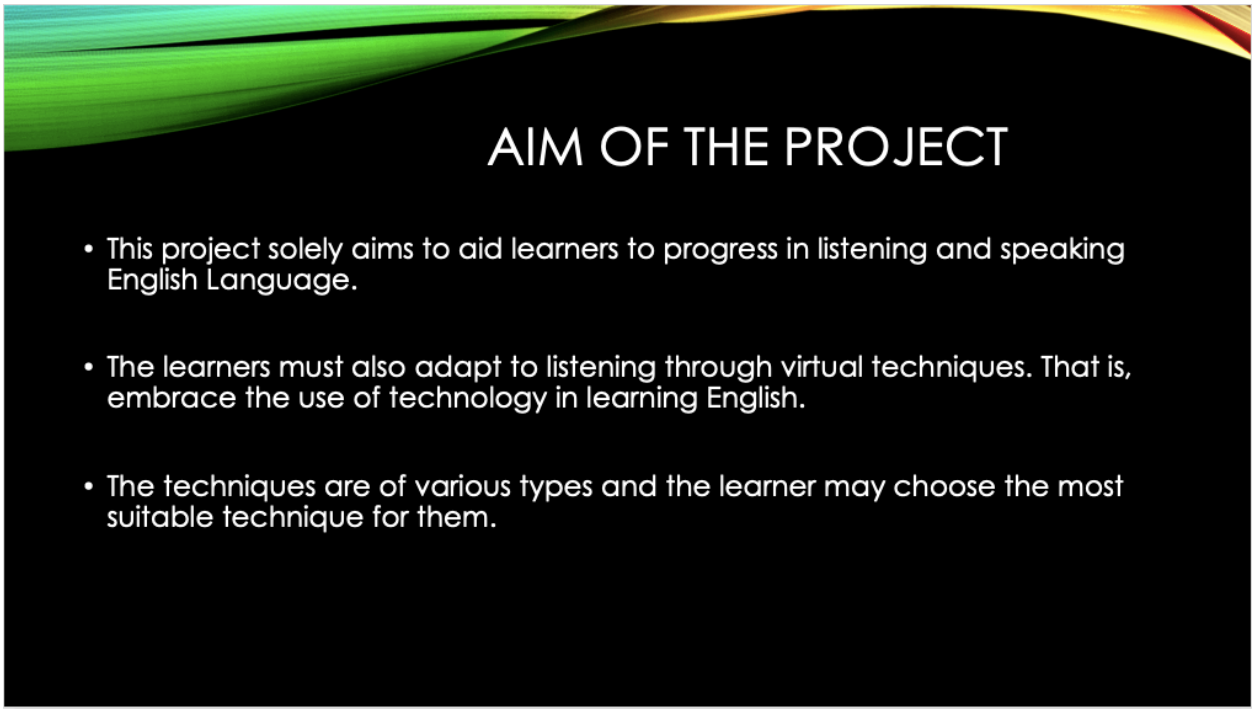

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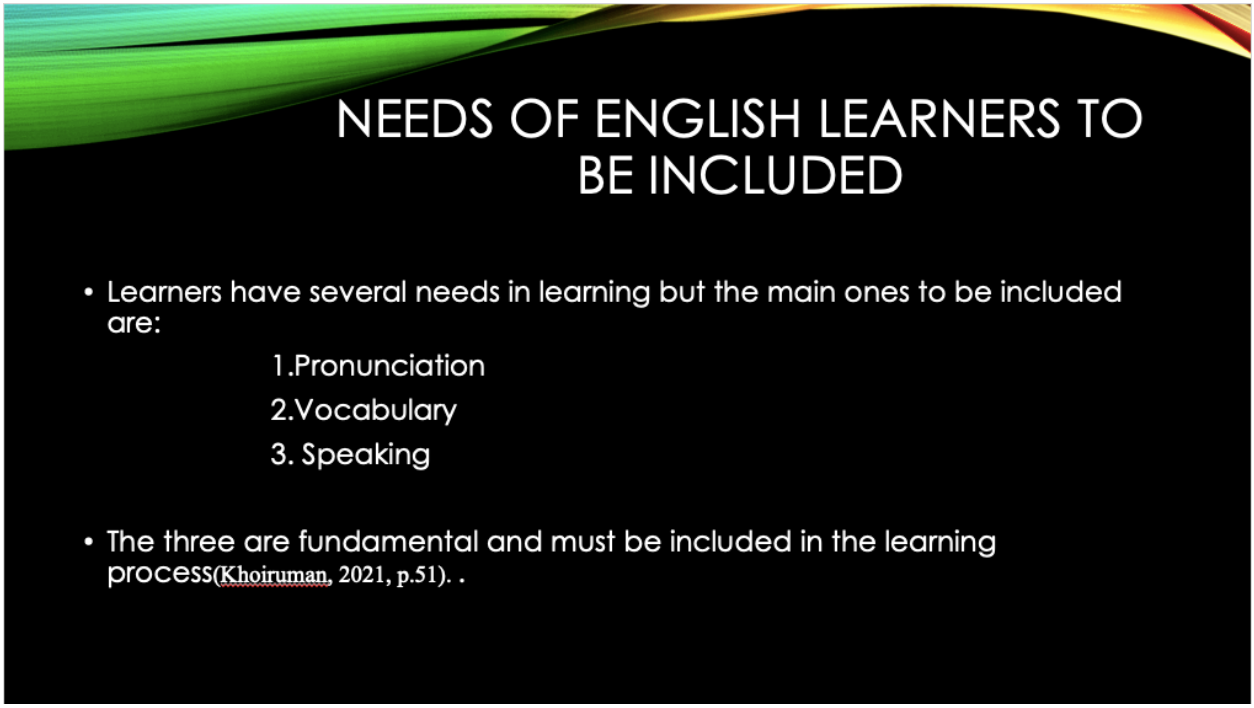

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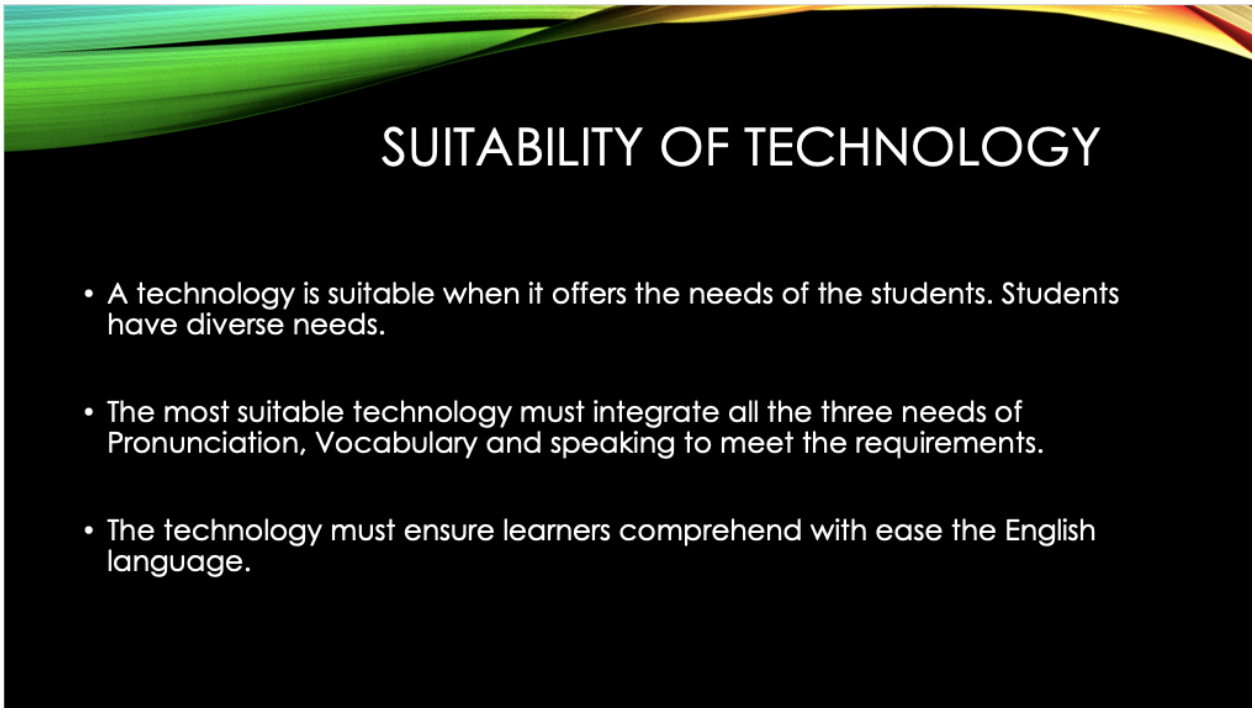

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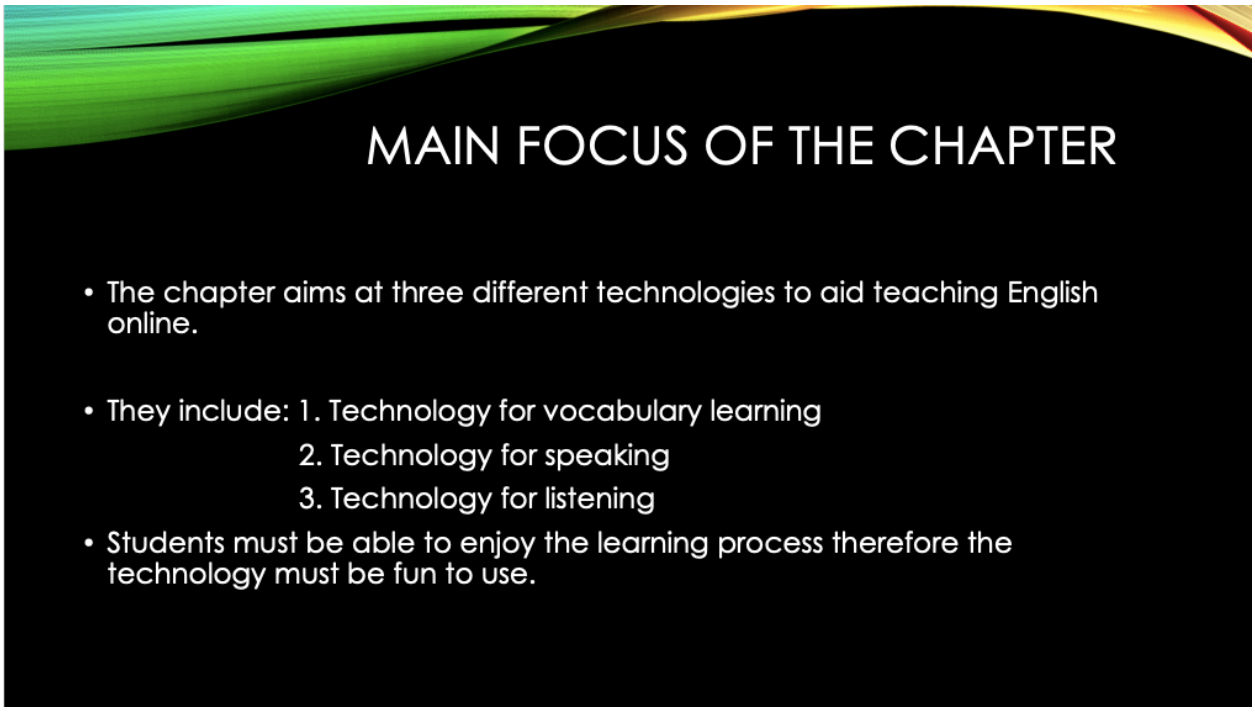

MAIN FOCUS OF THE CHAPTER
• The chapter aims at three different technologies to aid teaching English online.
• They include: 1. Technology for vocabulary learning
2. Technology for speaking
3. Technology for listening
• Students must be able to enjoy the learning process therefore the technology must be fun to use.

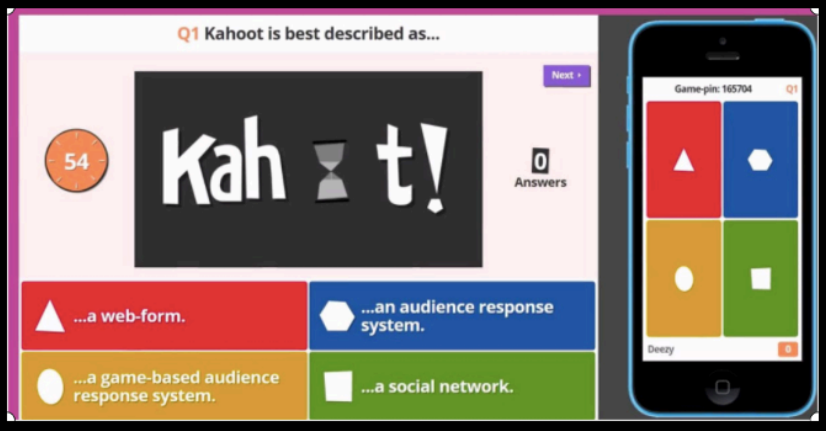
Slide #6

KAHOOT TECHNOLOGY FOR VOCABULARY LEARNING

- Learning vocabulary is one of the key things in studying English with the learner required to learn as many vocabularies as possible.
- Kahoot offers tutors tools to create quizzes based on vocabulary.
- Learners find it helpful to develop their vocabulary use through these online quizzes as provided through Kahoot technology. (Kaur & Nadarajan, 2020, p.20).

Slide #7

APPLICATION OF KAHOOT TECHNOLOGY FOR VOCABULARY LEARNING



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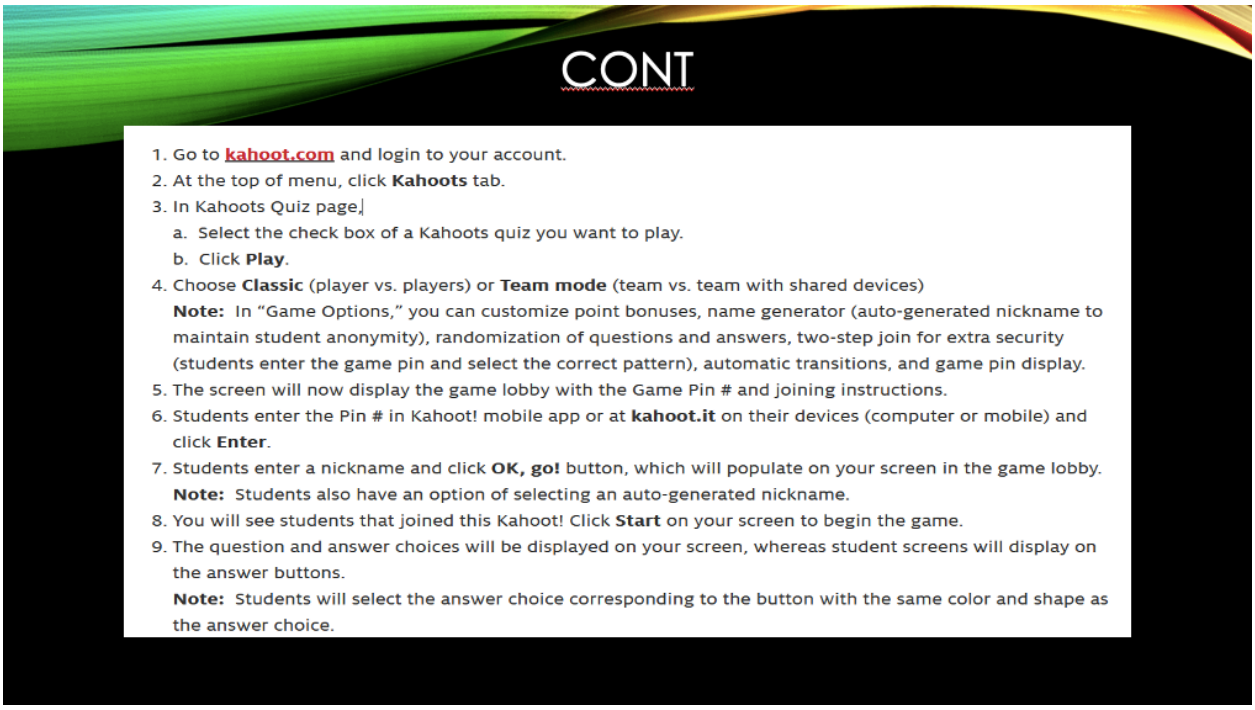

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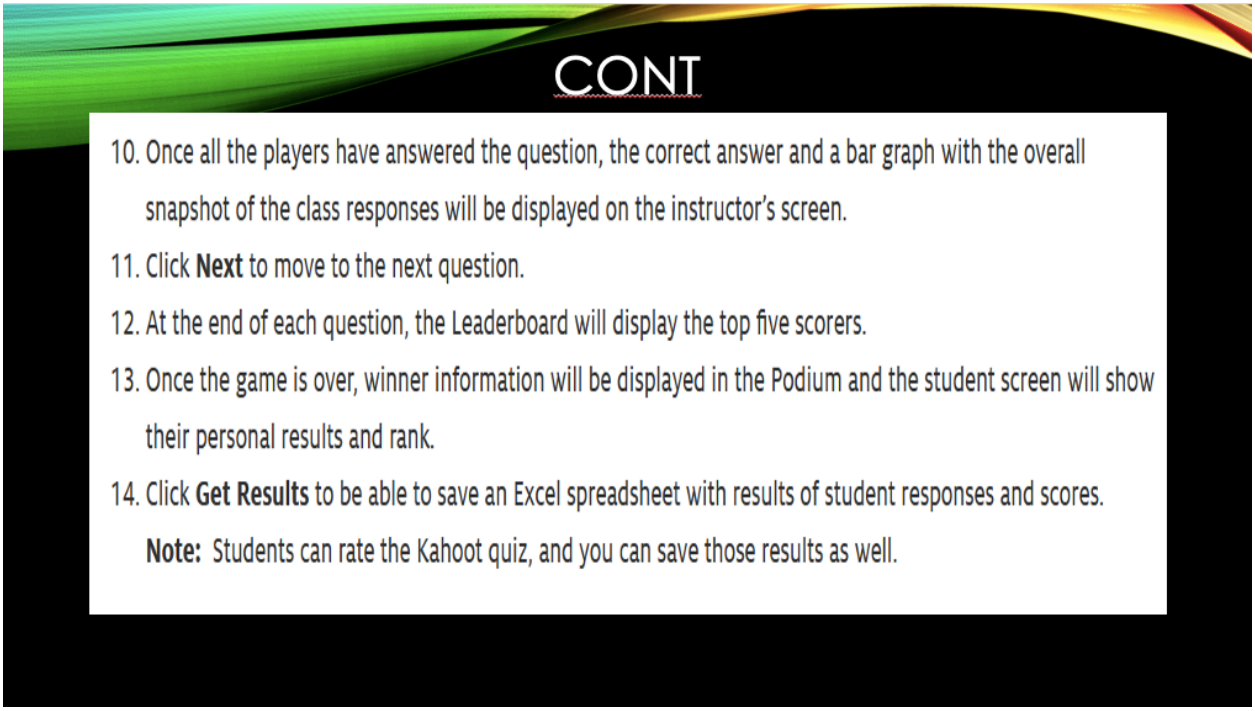

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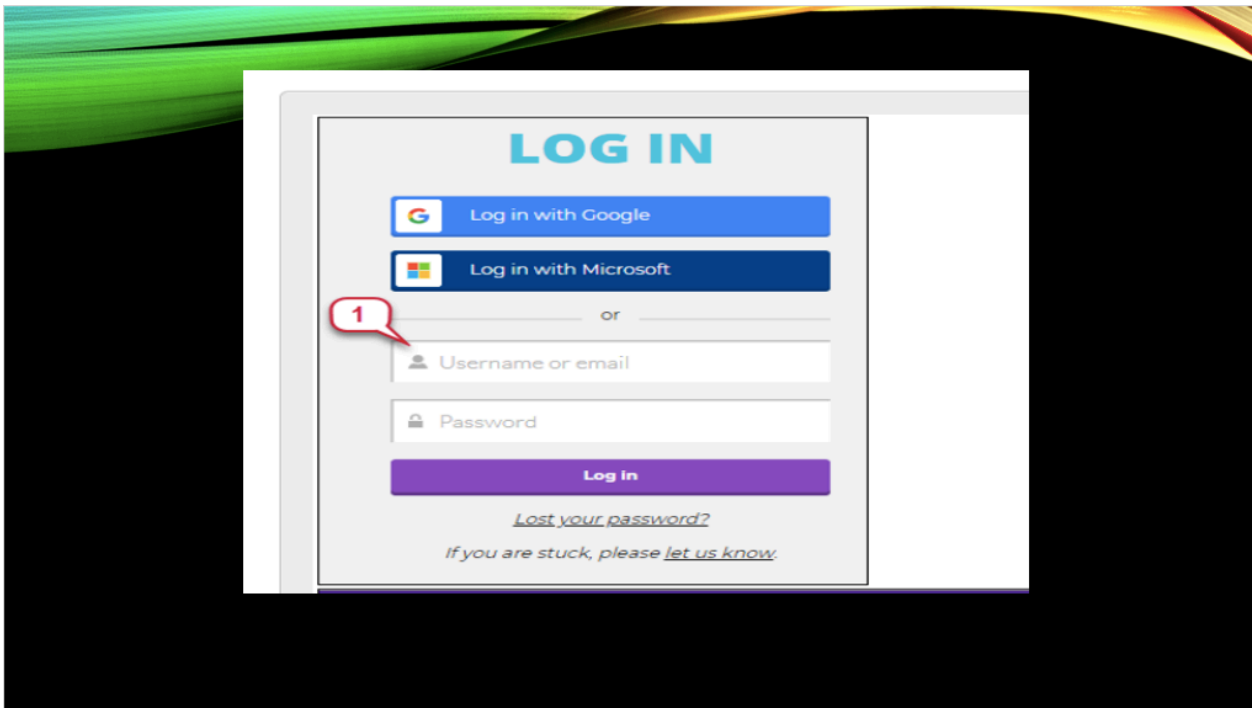

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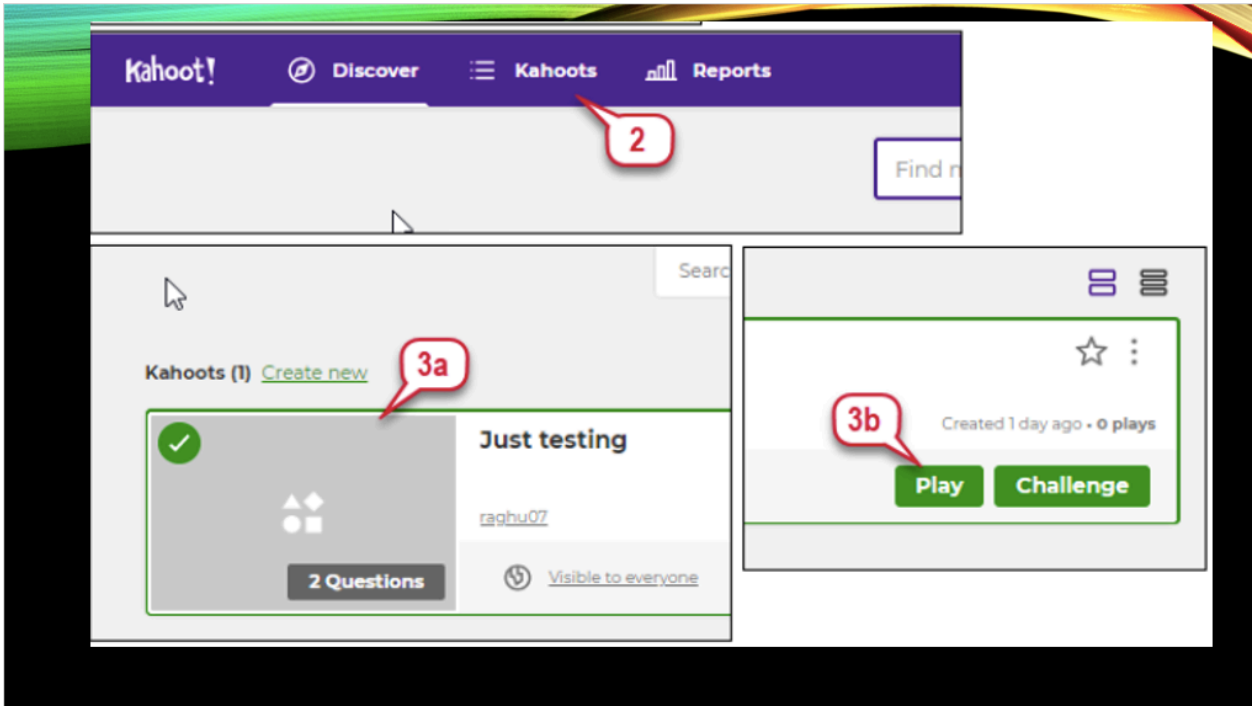

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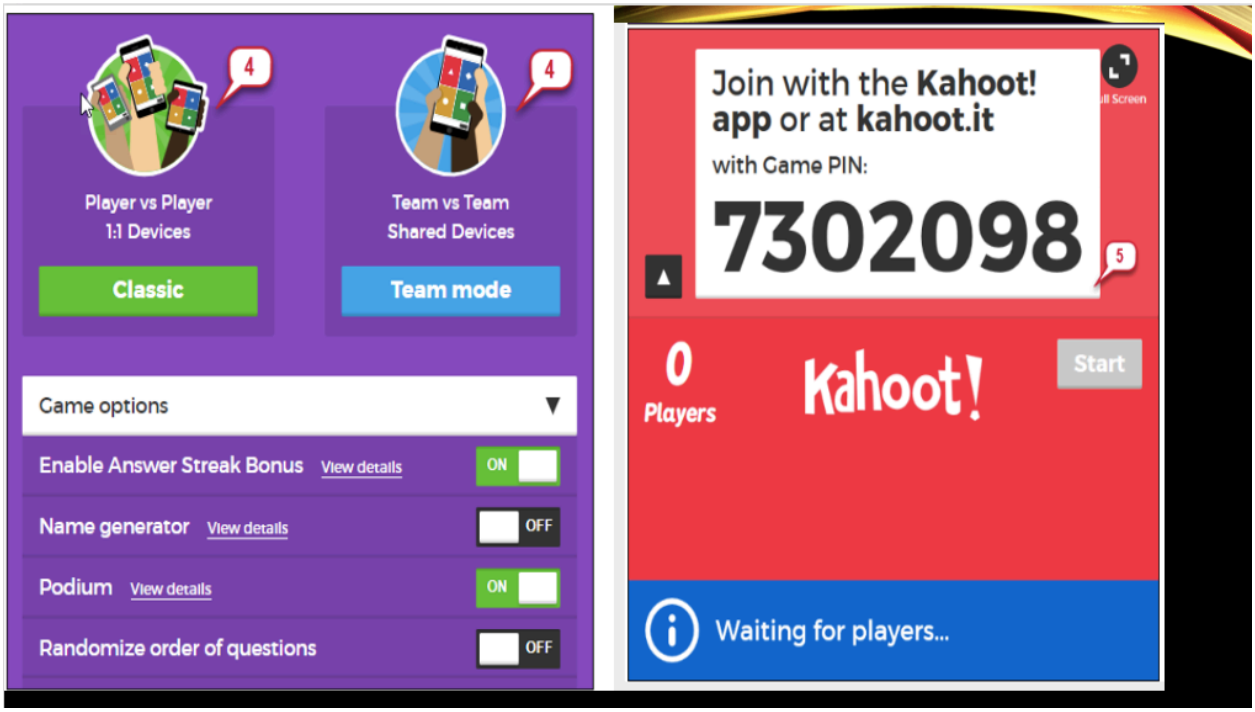

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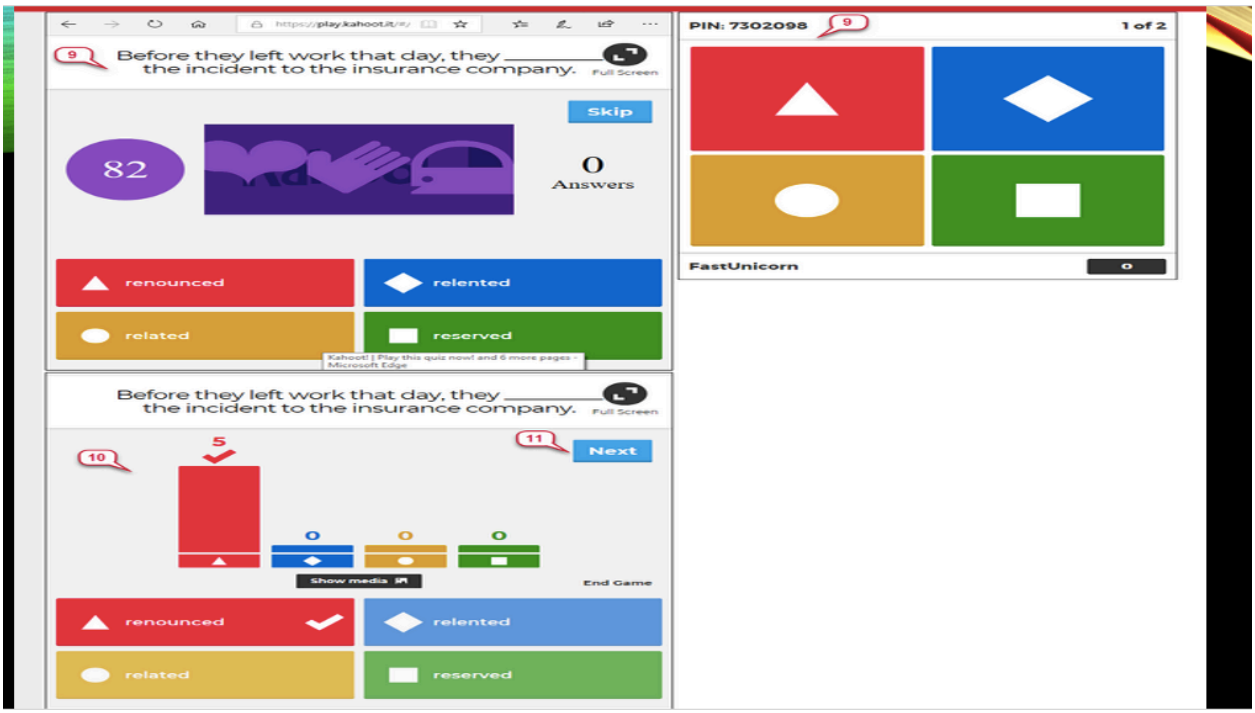

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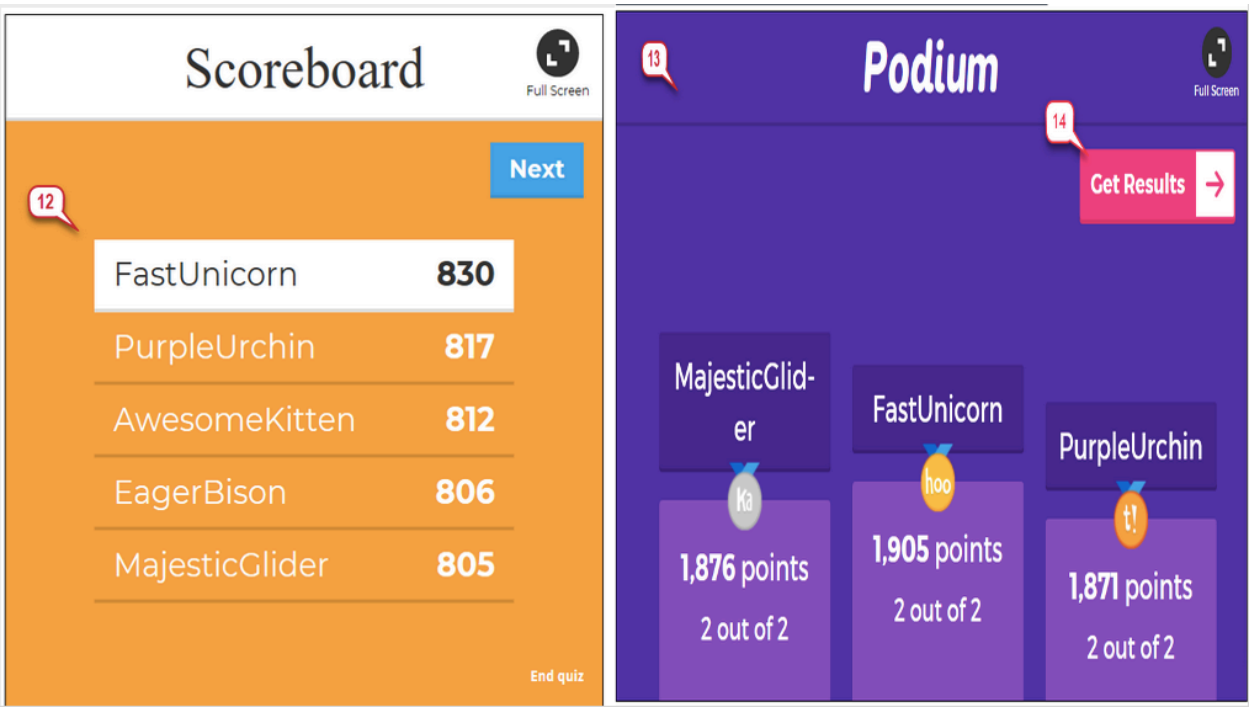

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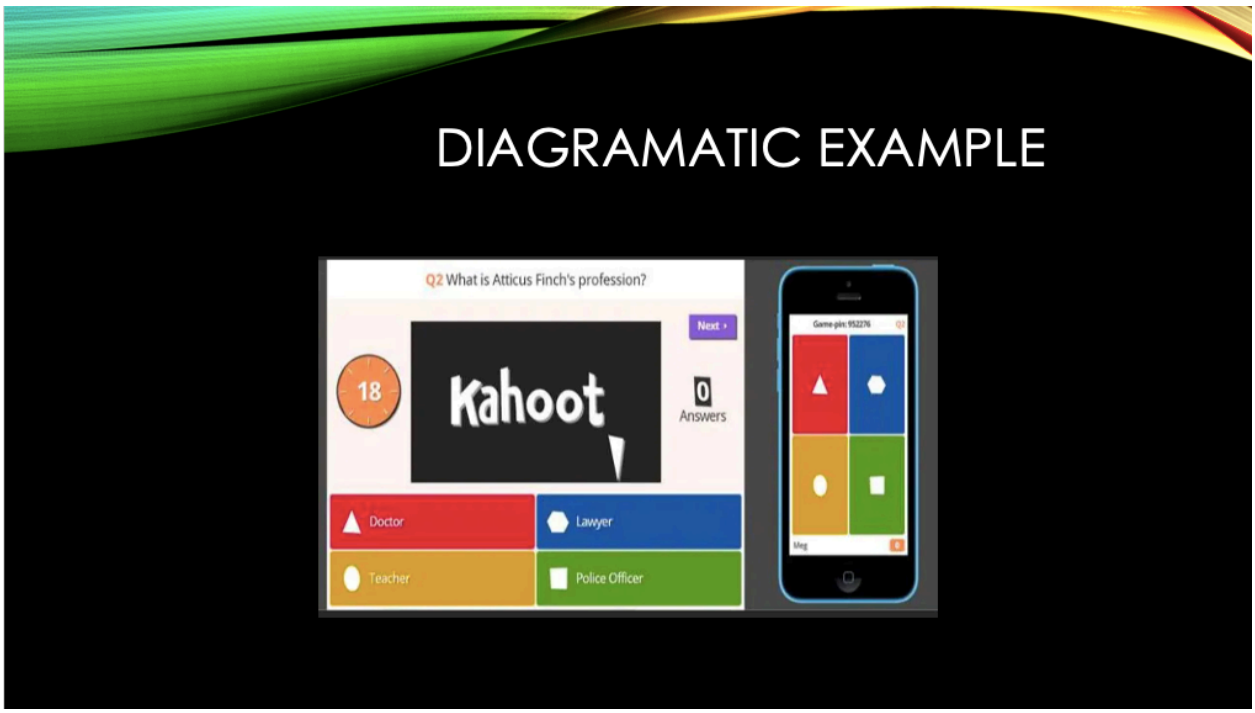

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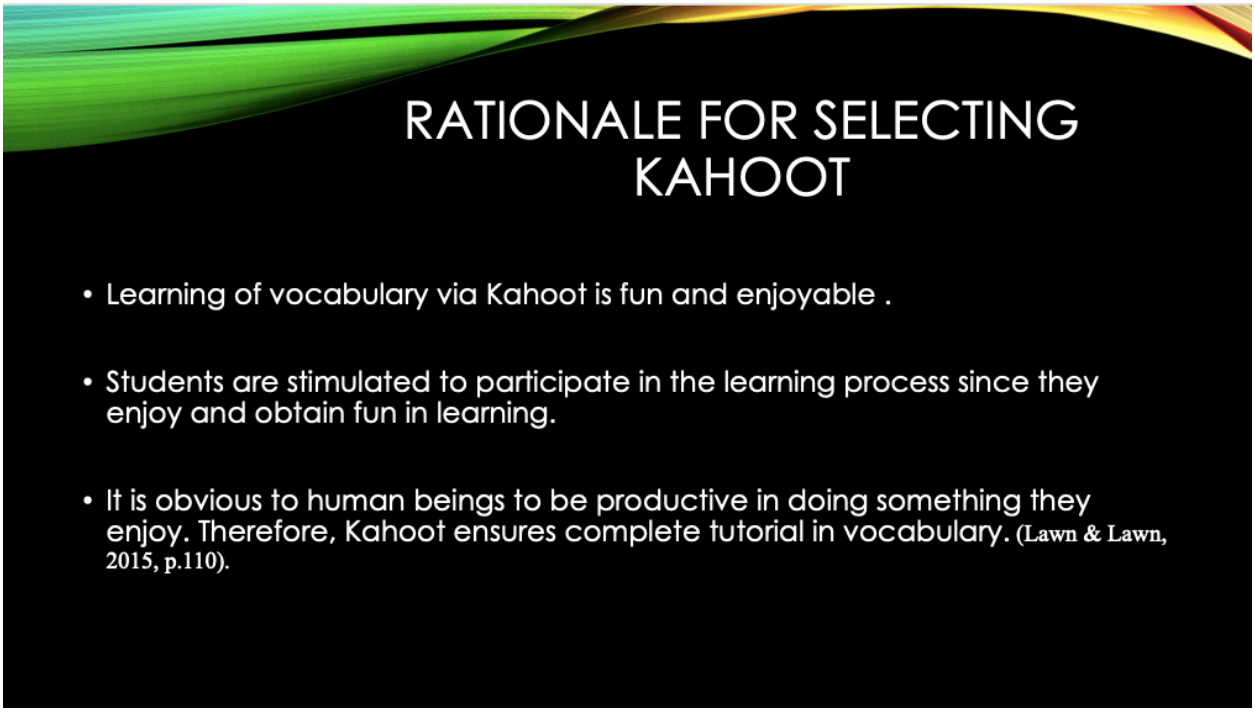

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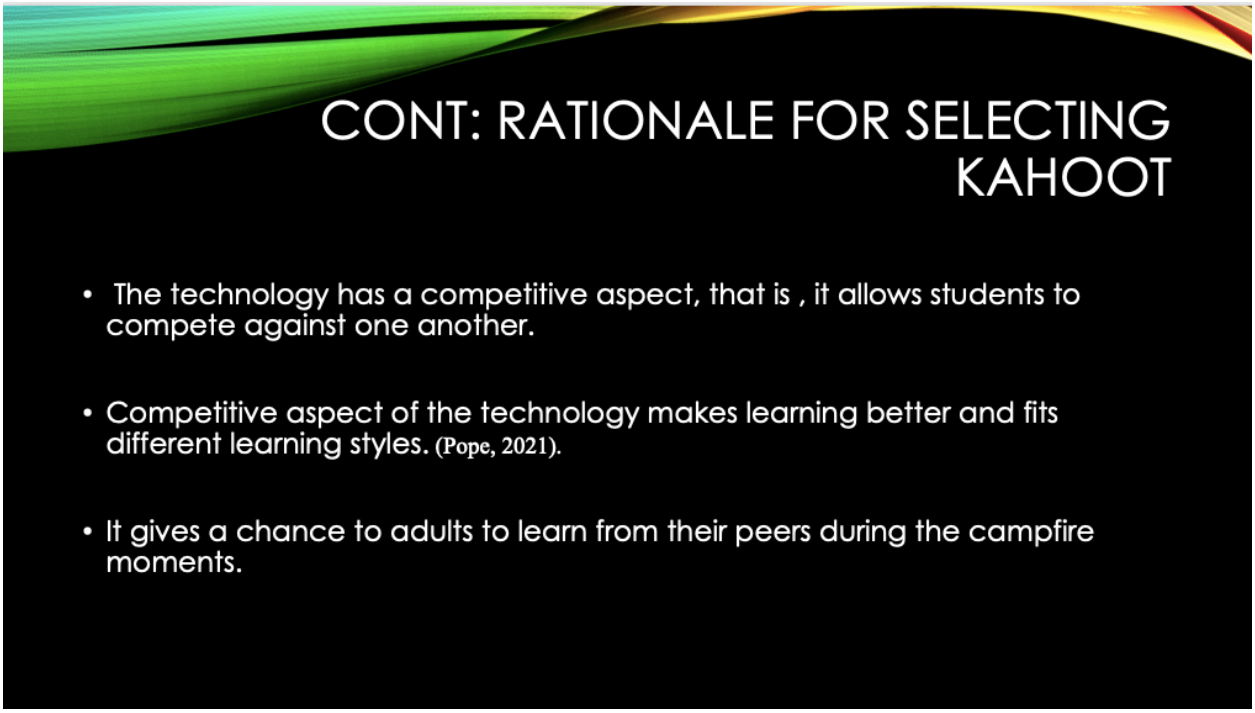


Slide #20

GONOODLE TECHNOLOGY FOR LEARNING ENGLISH LISTENING AND SPEAKING

- listening and speaking is essential in learning English after learning vocabulary use.
- GoNoodle Technology gives a platform where learners can effectively learn listening and speaking techniques. (Whitney, 2016, p. 45).
- How to properly use vocabulary and to understand them is complemented by learning the listening and speaking techniques.

Slide #21

HOW TO USE GONOODLE.

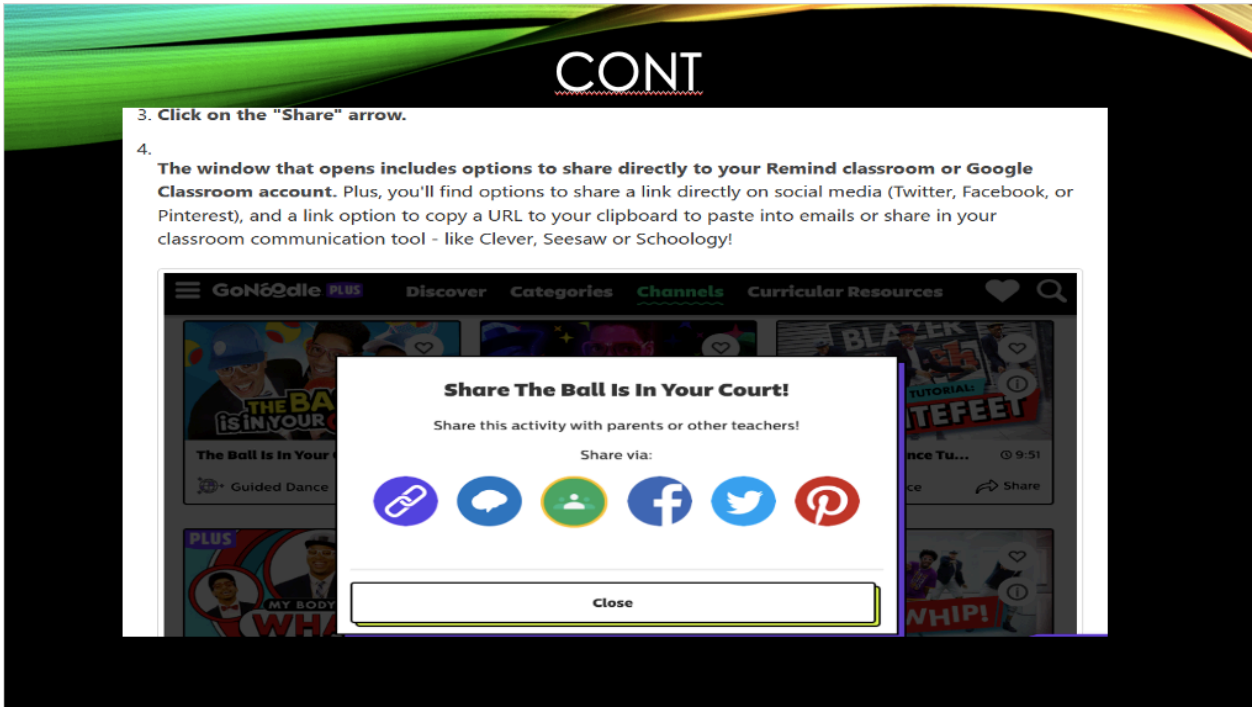
How To Share an Activity

1. Log in to your GoNoodle account.
2. Find the tile image of any GoNoodle video you would like to share.

The Ball Is In Your Court 2:53

Guided Dance Share

Slide #22



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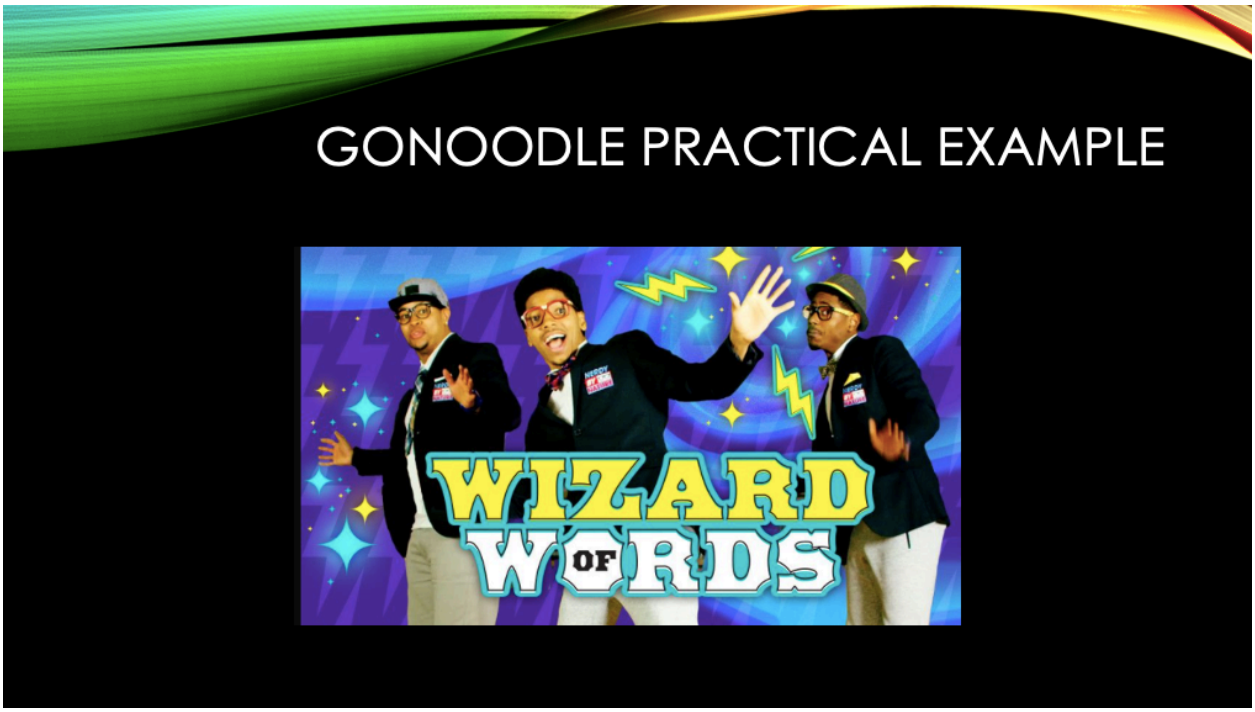

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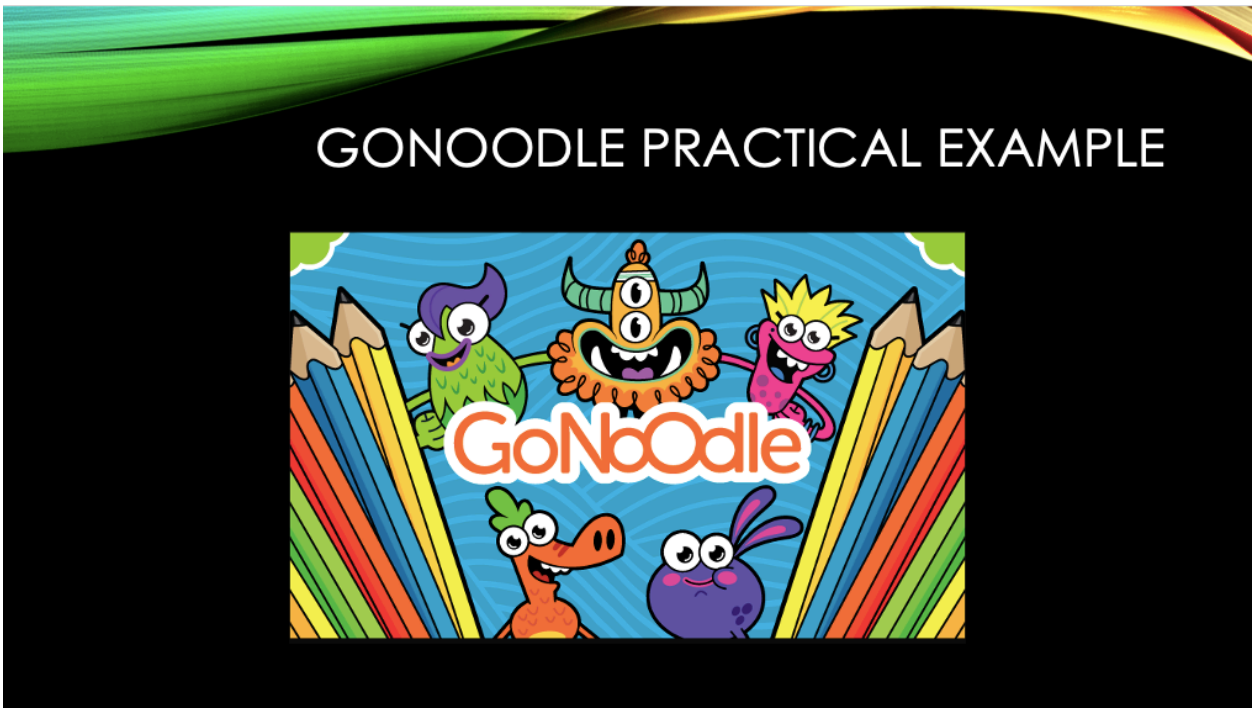

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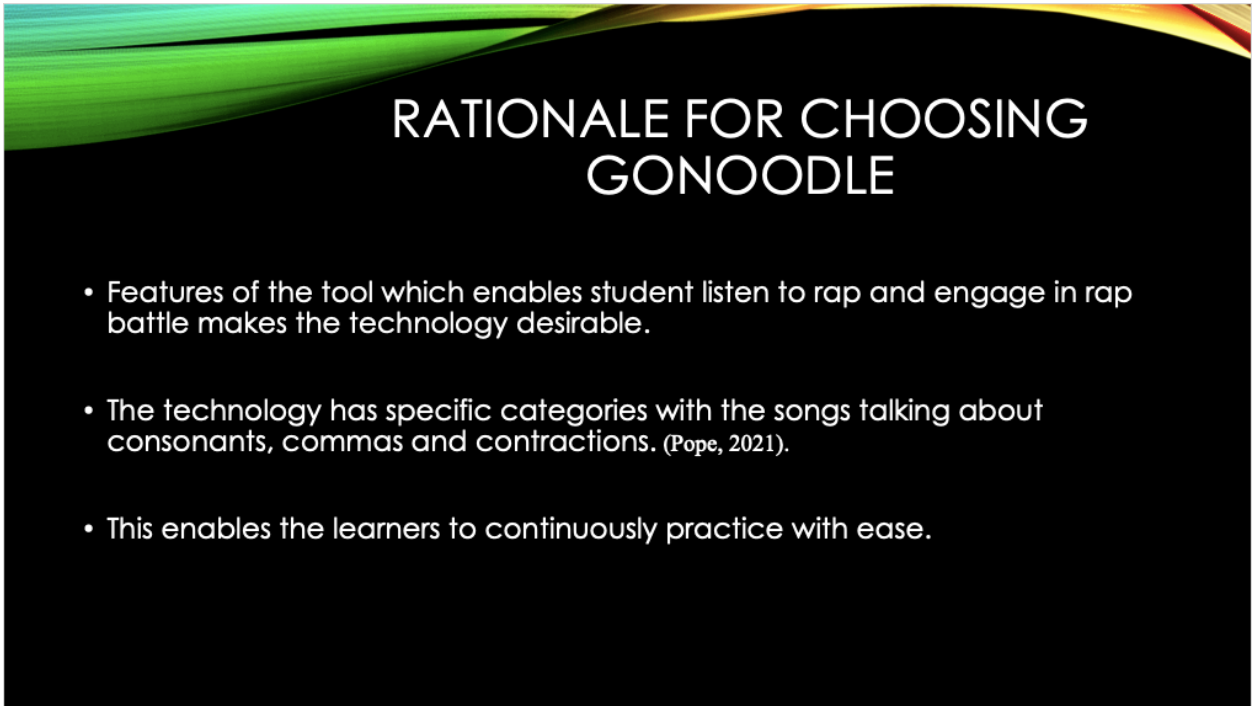

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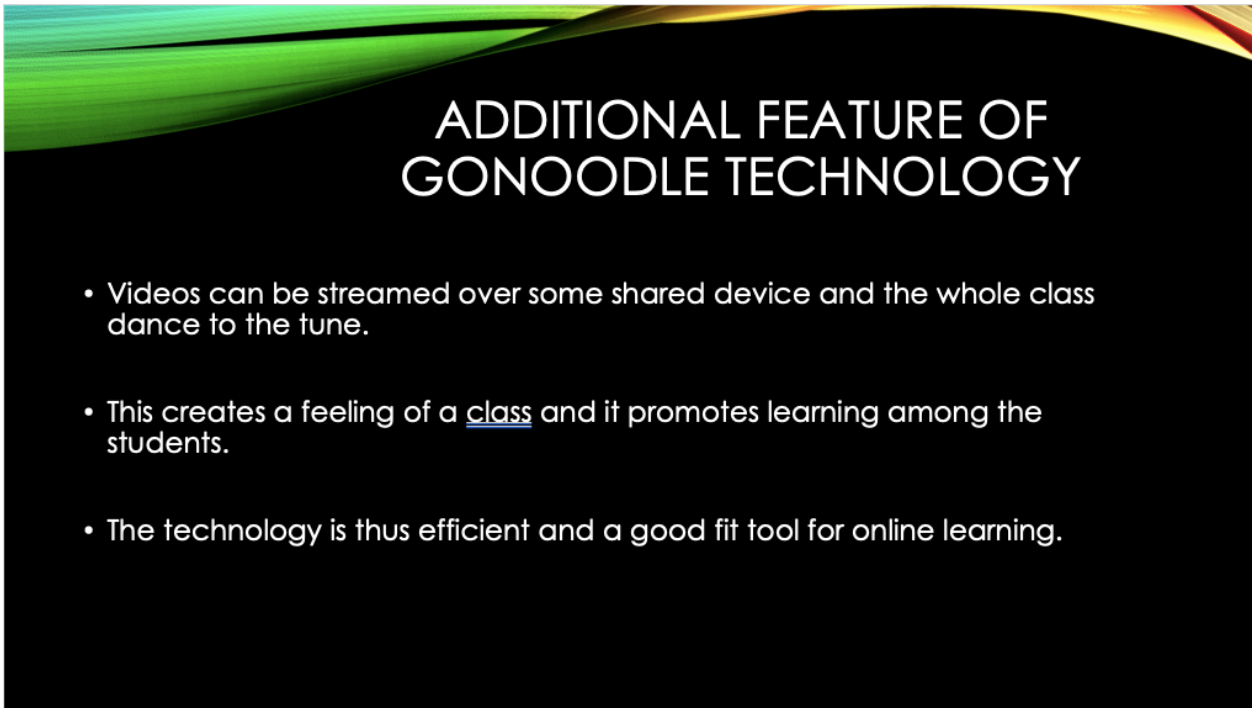

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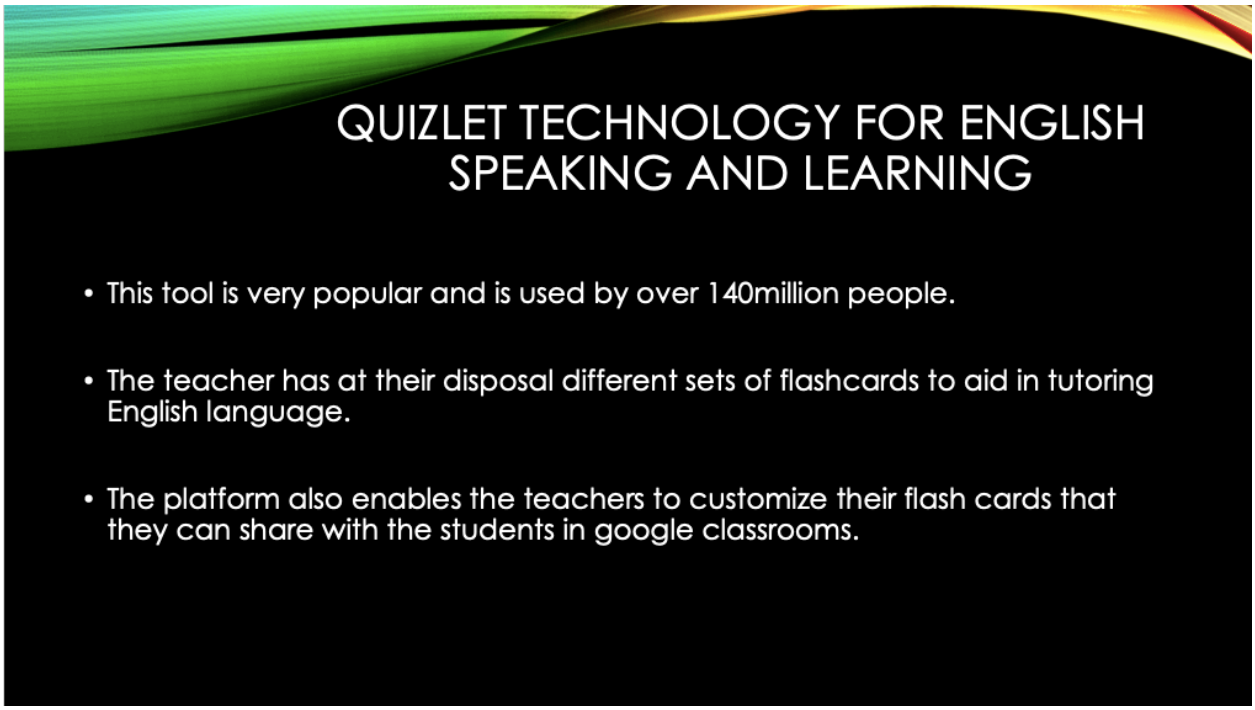

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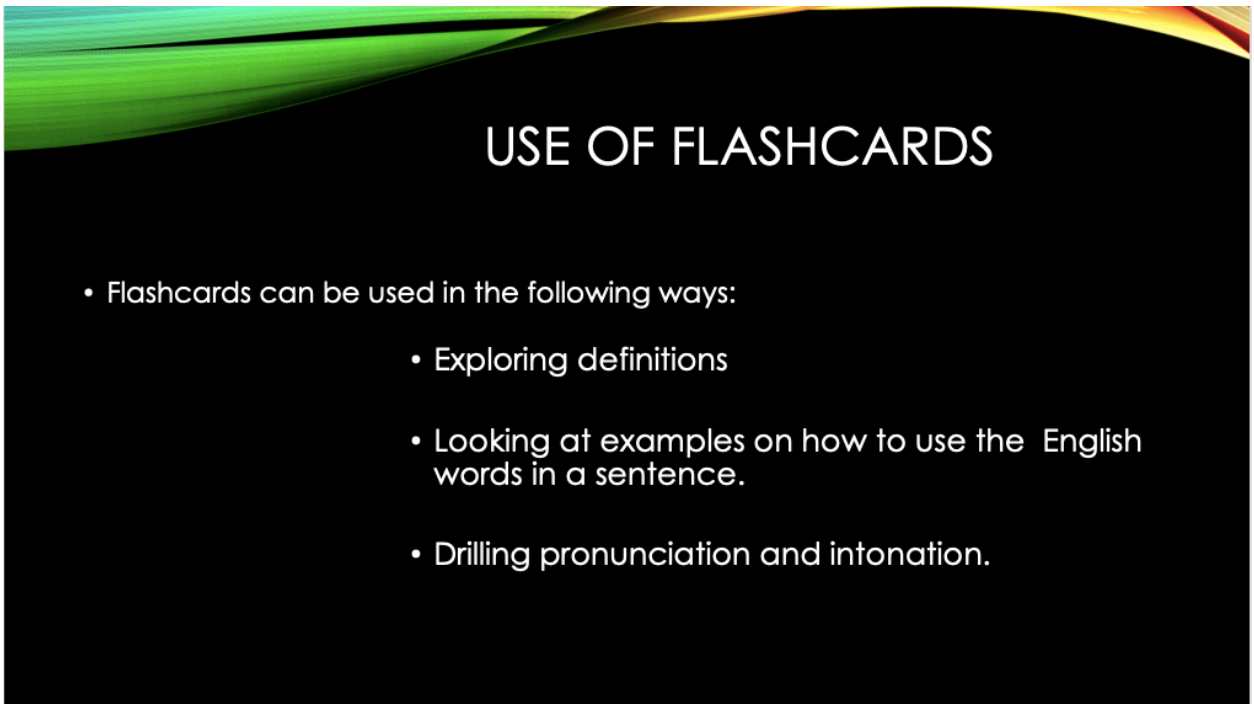

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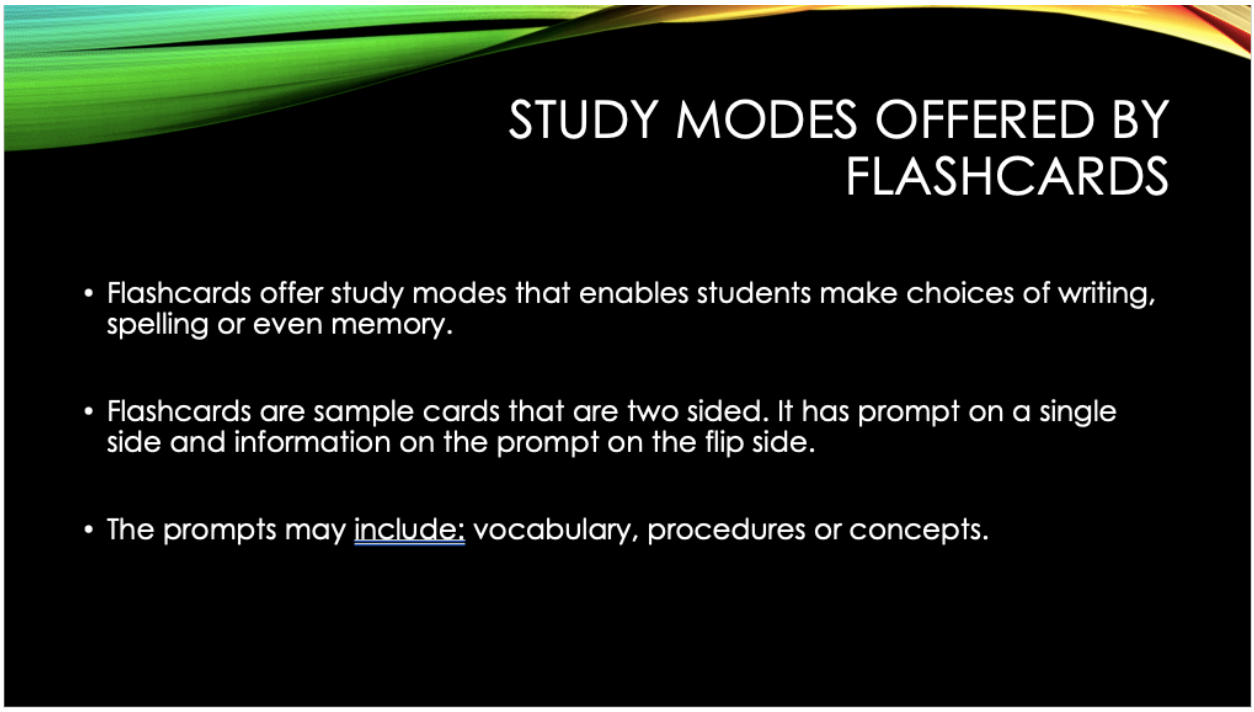

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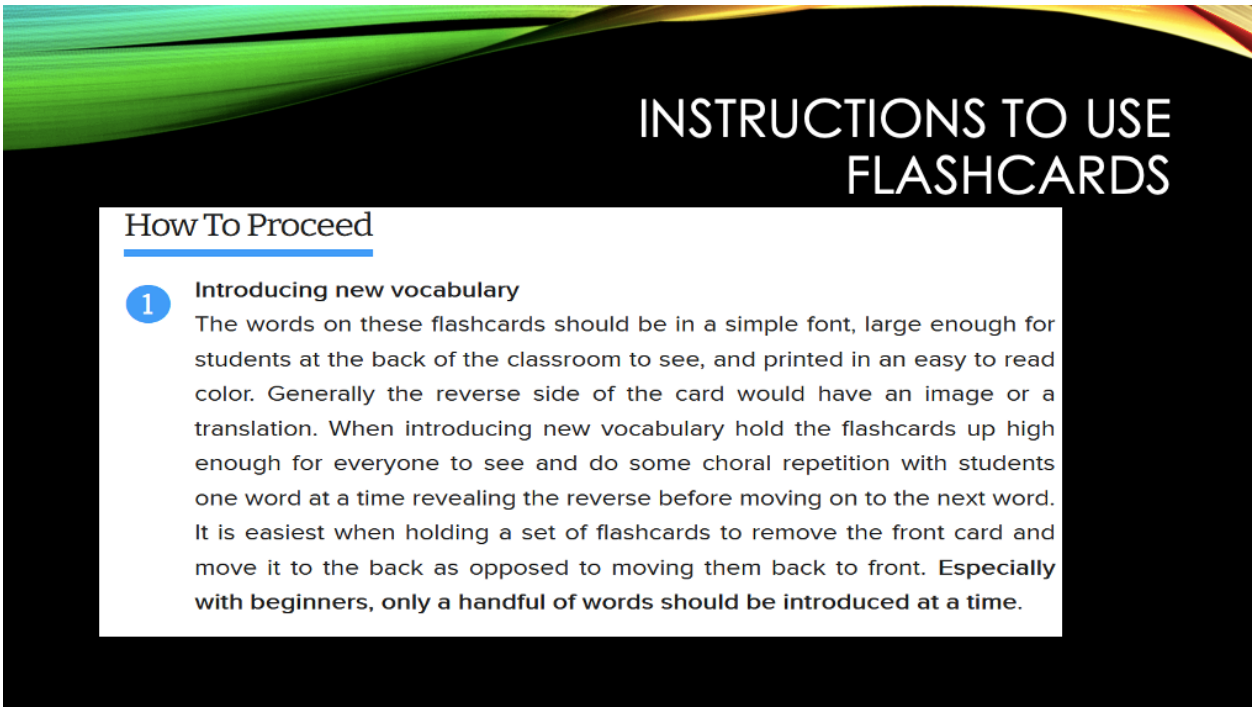

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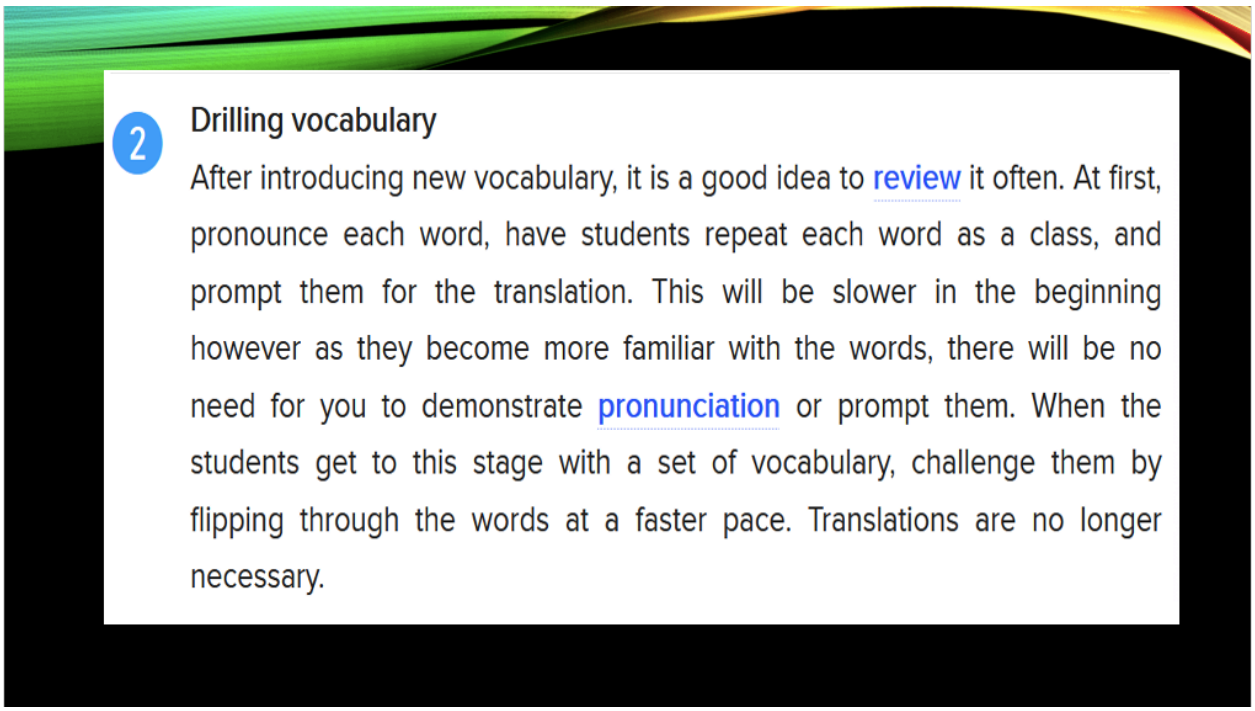

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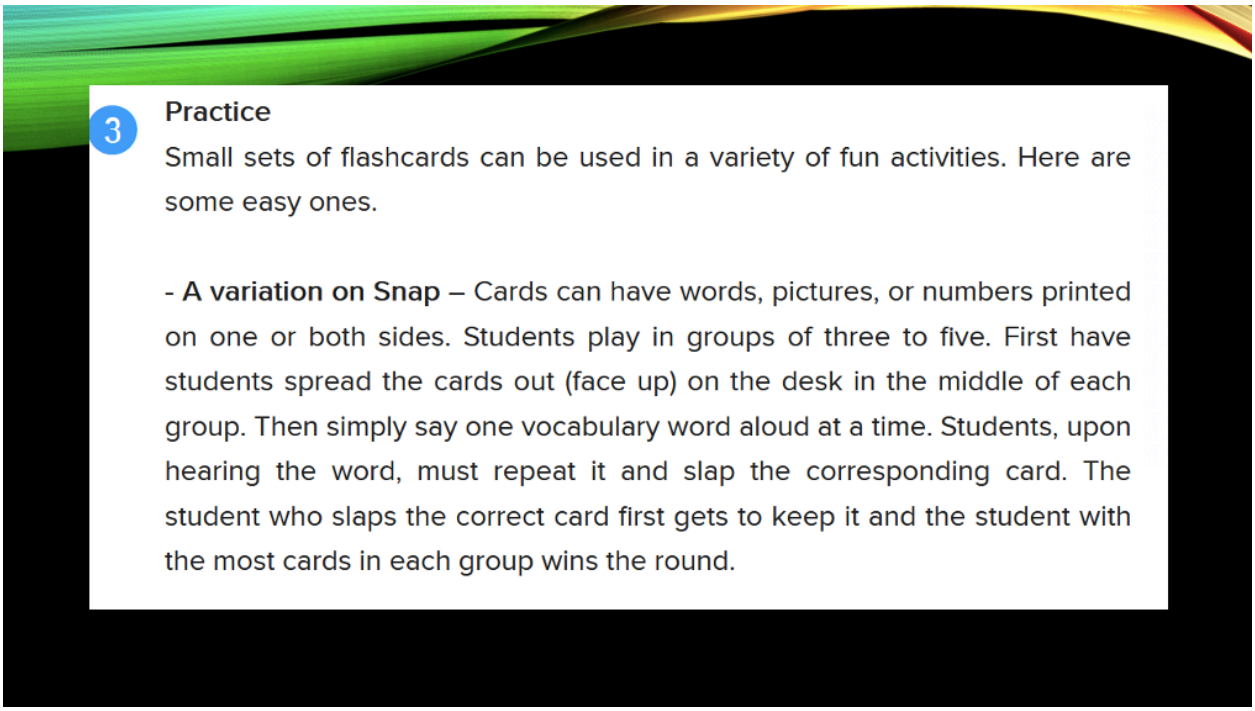

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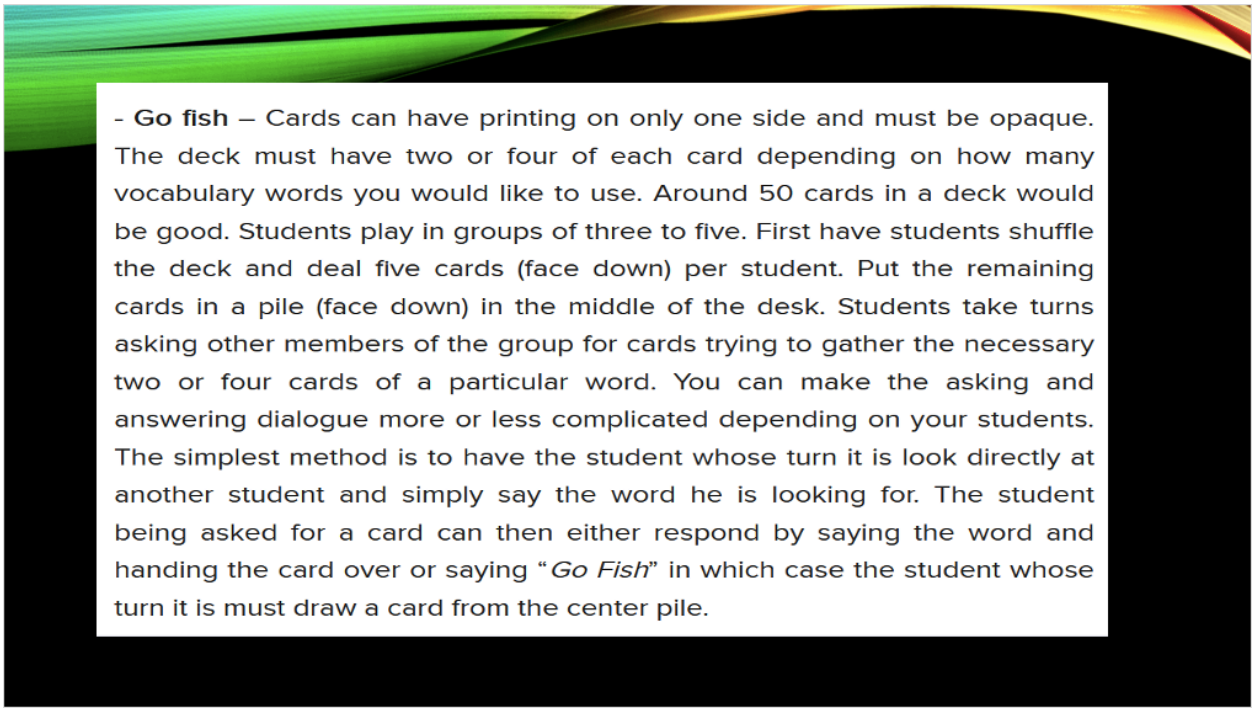

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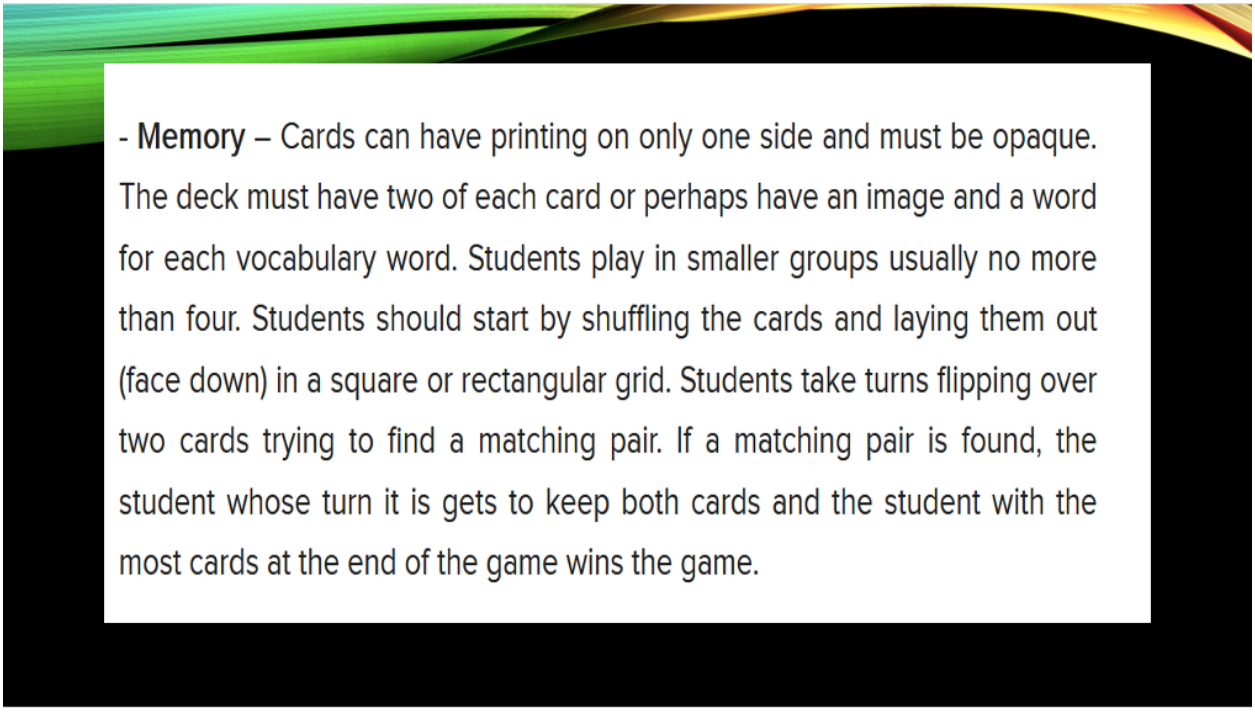

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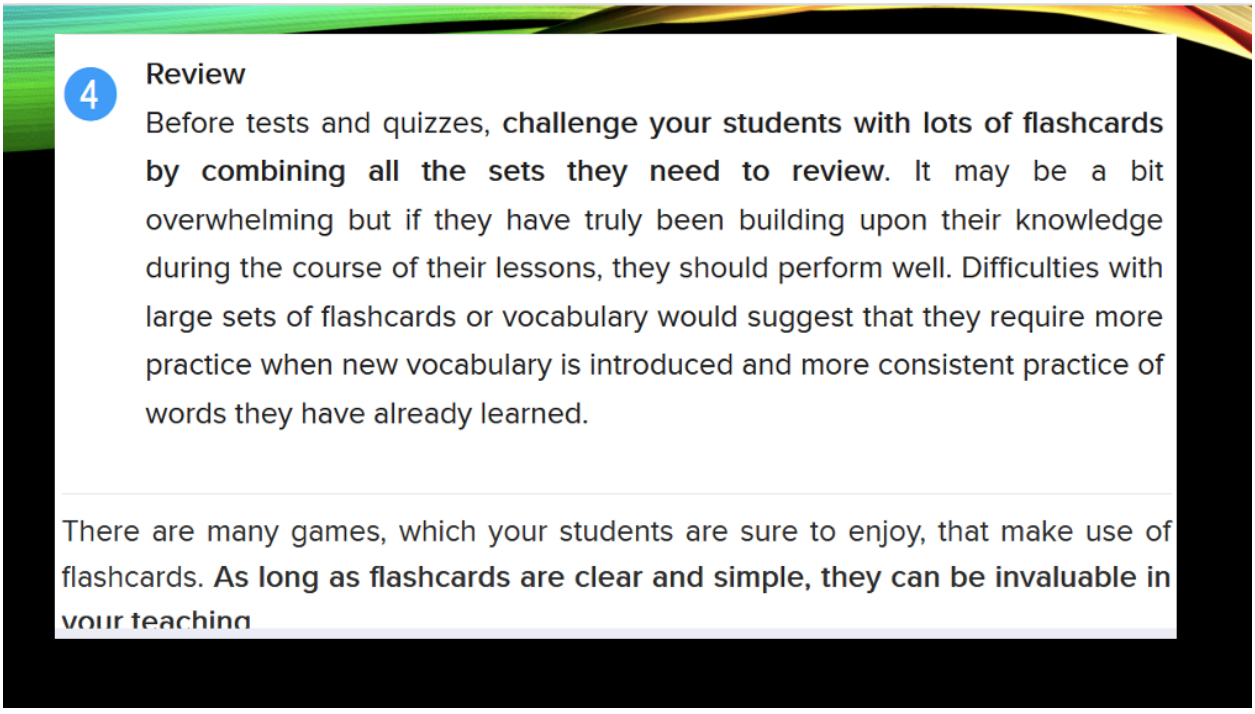

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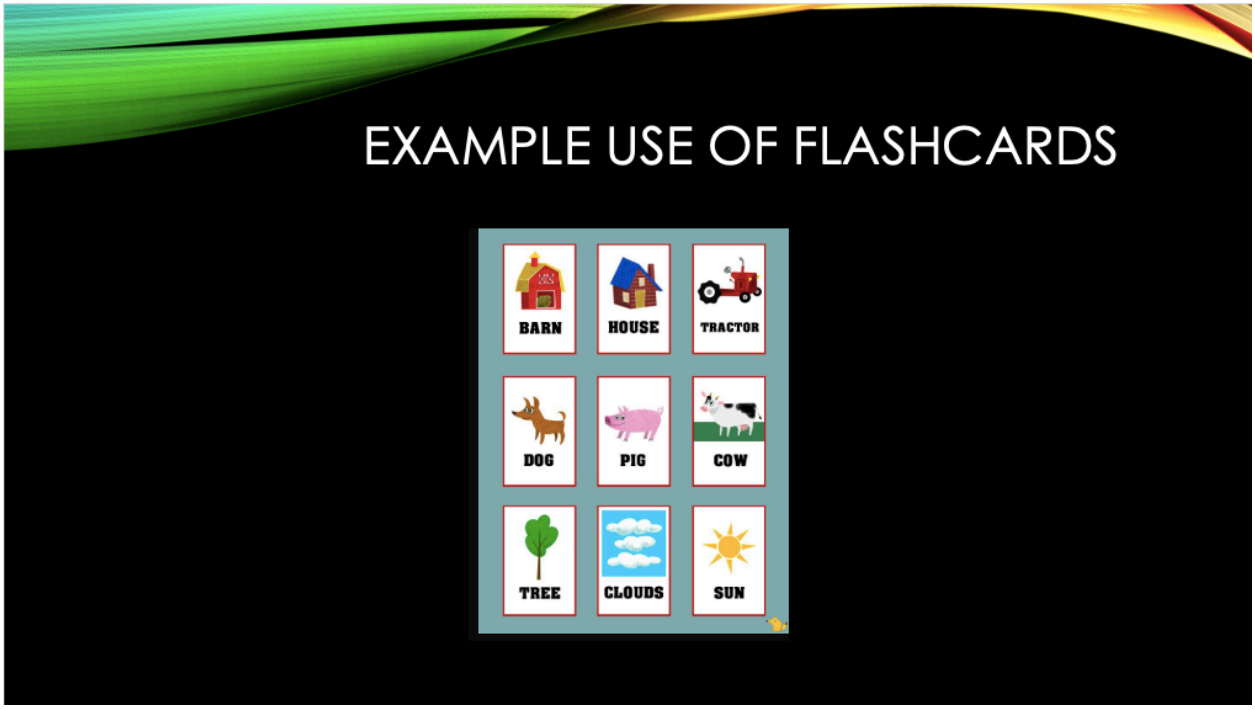

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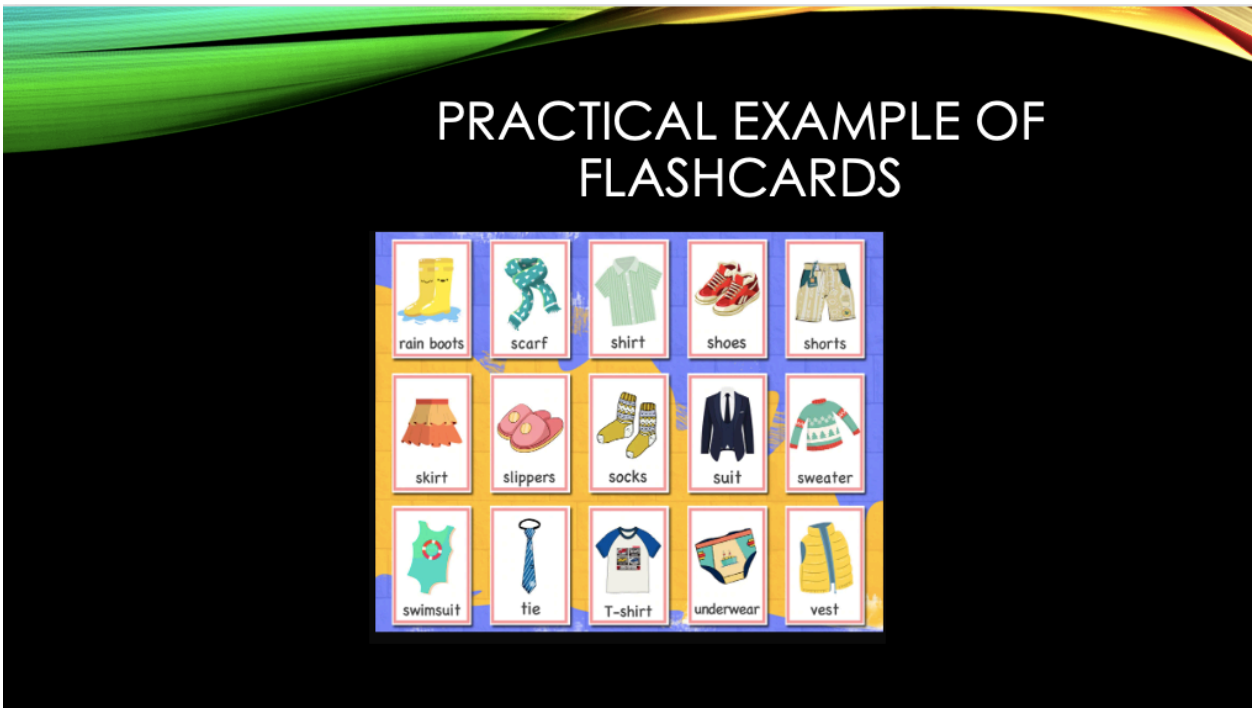

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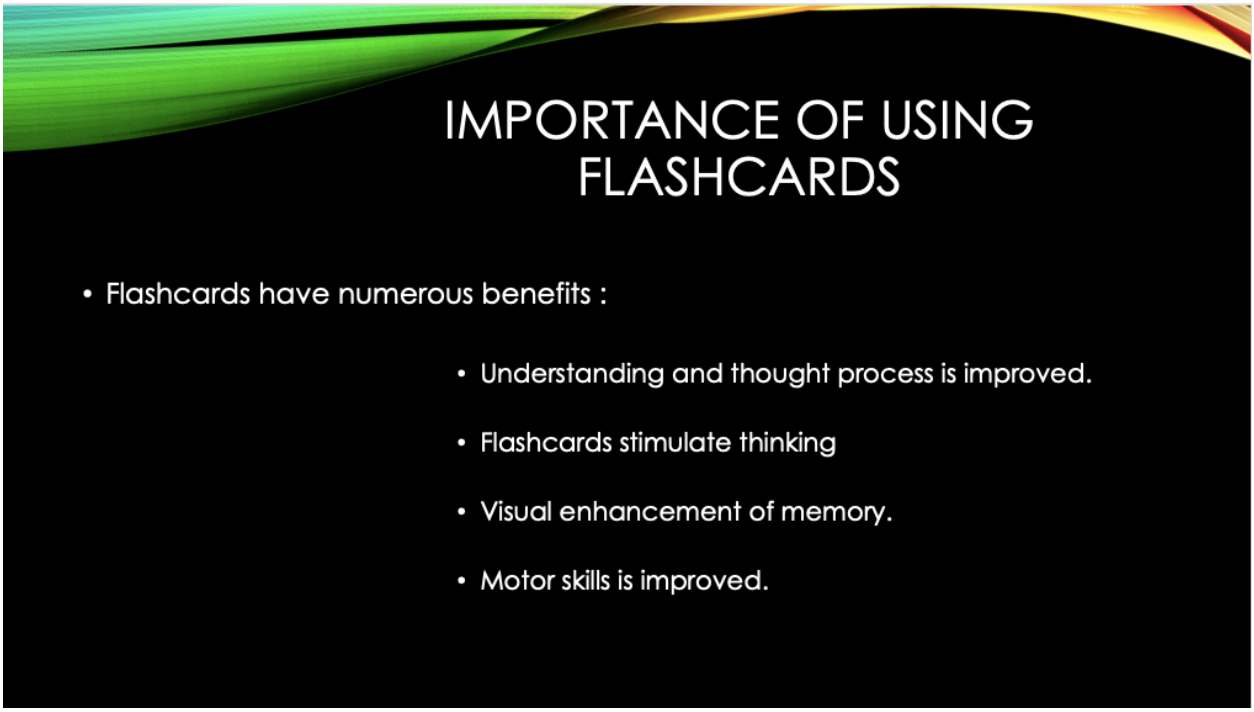

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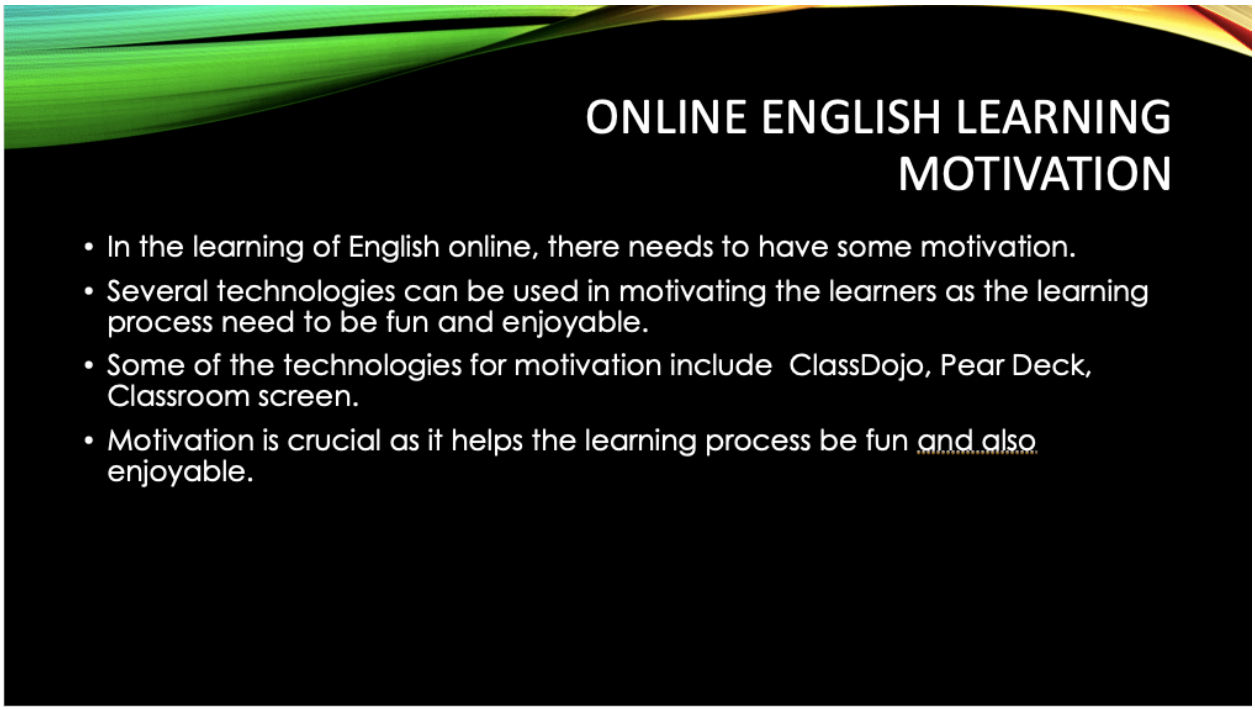

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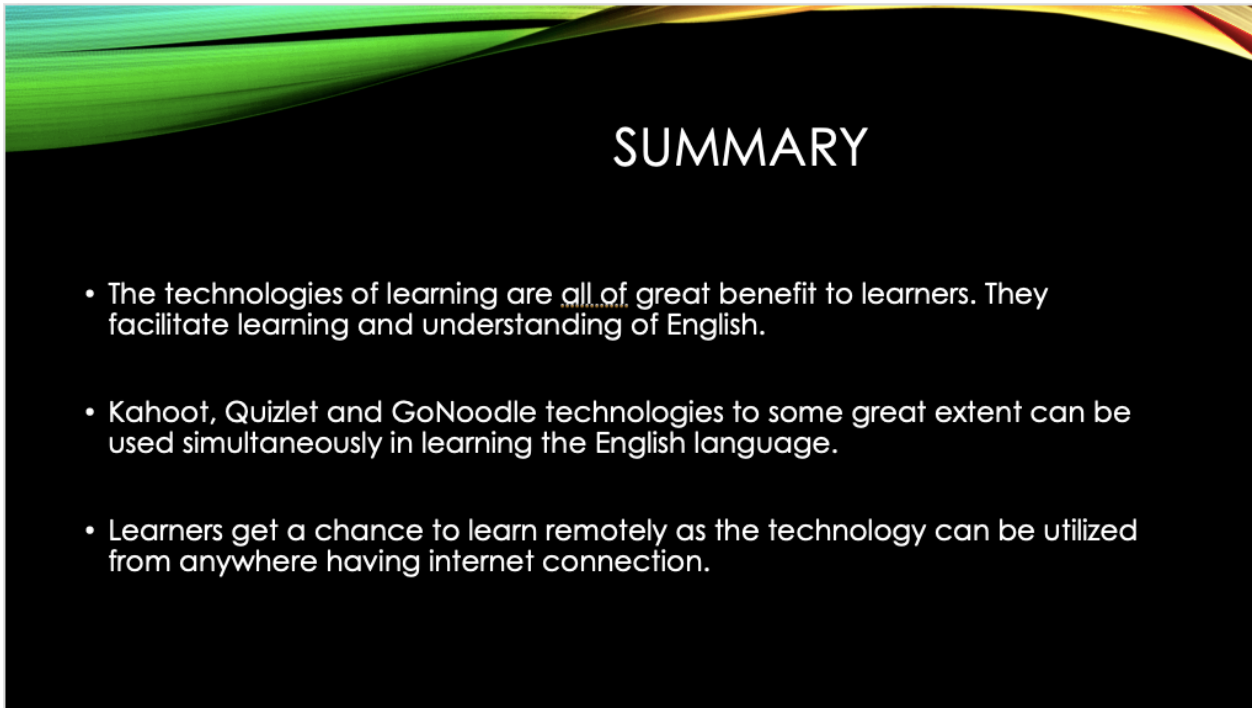

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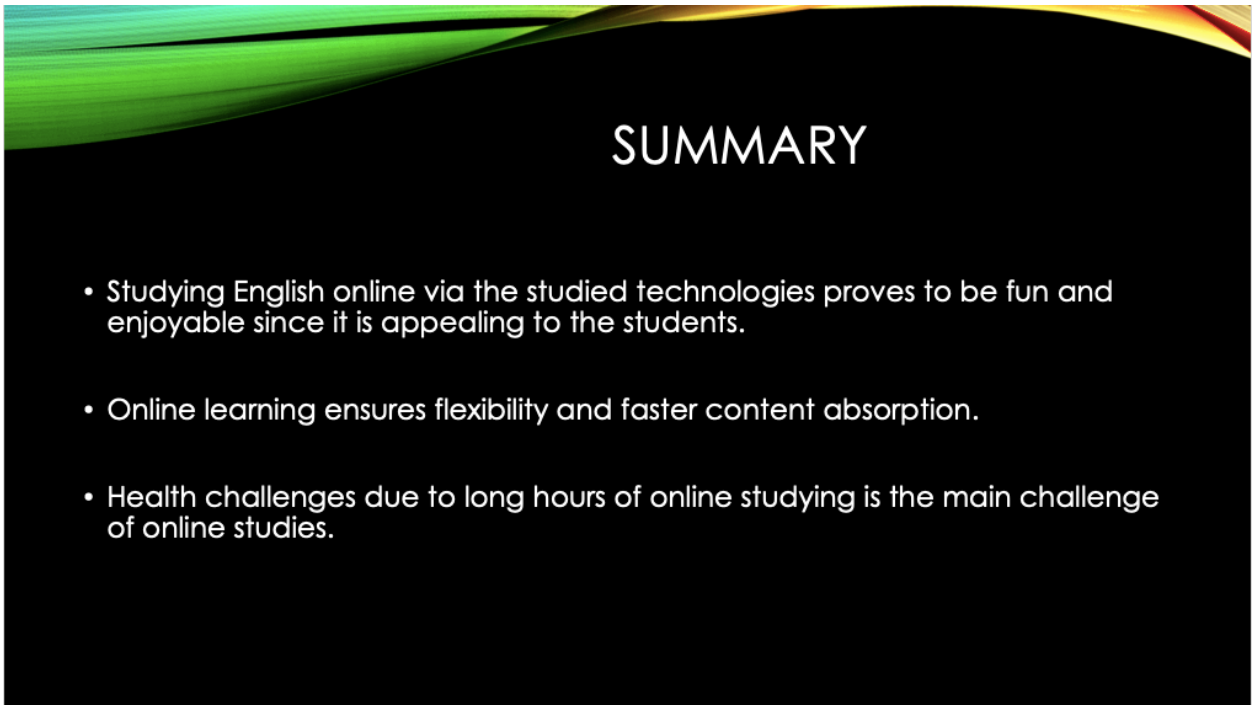

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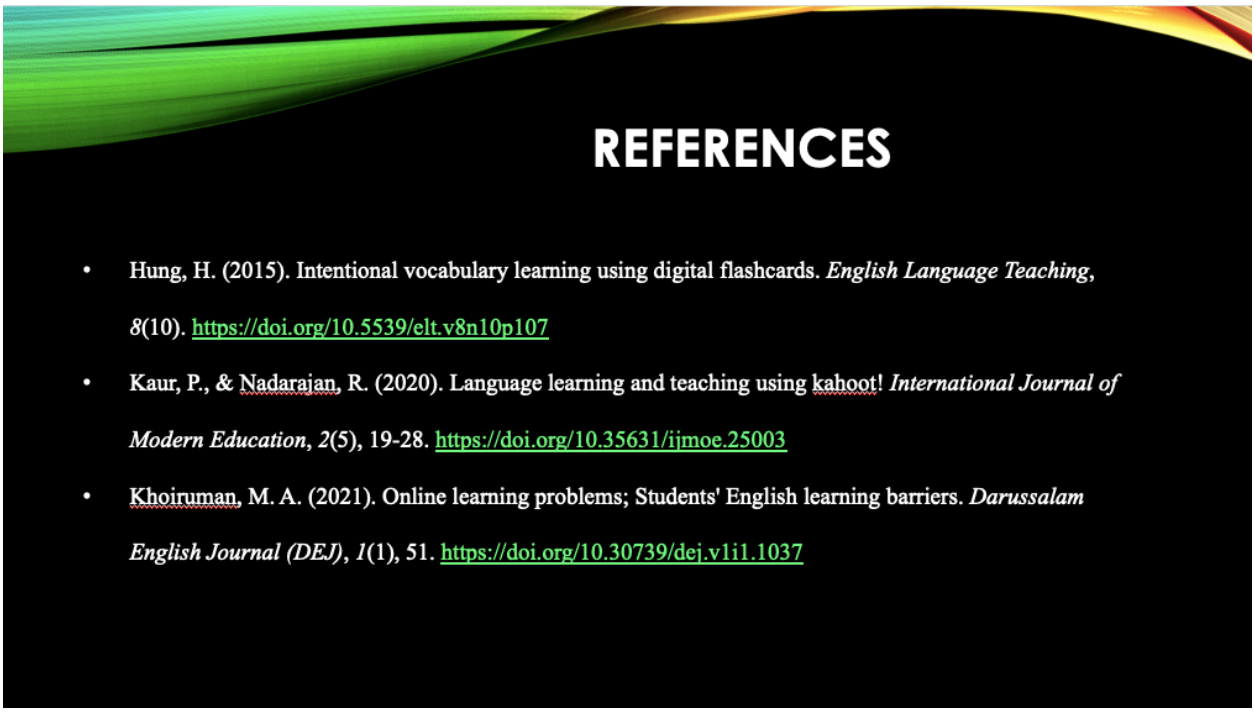

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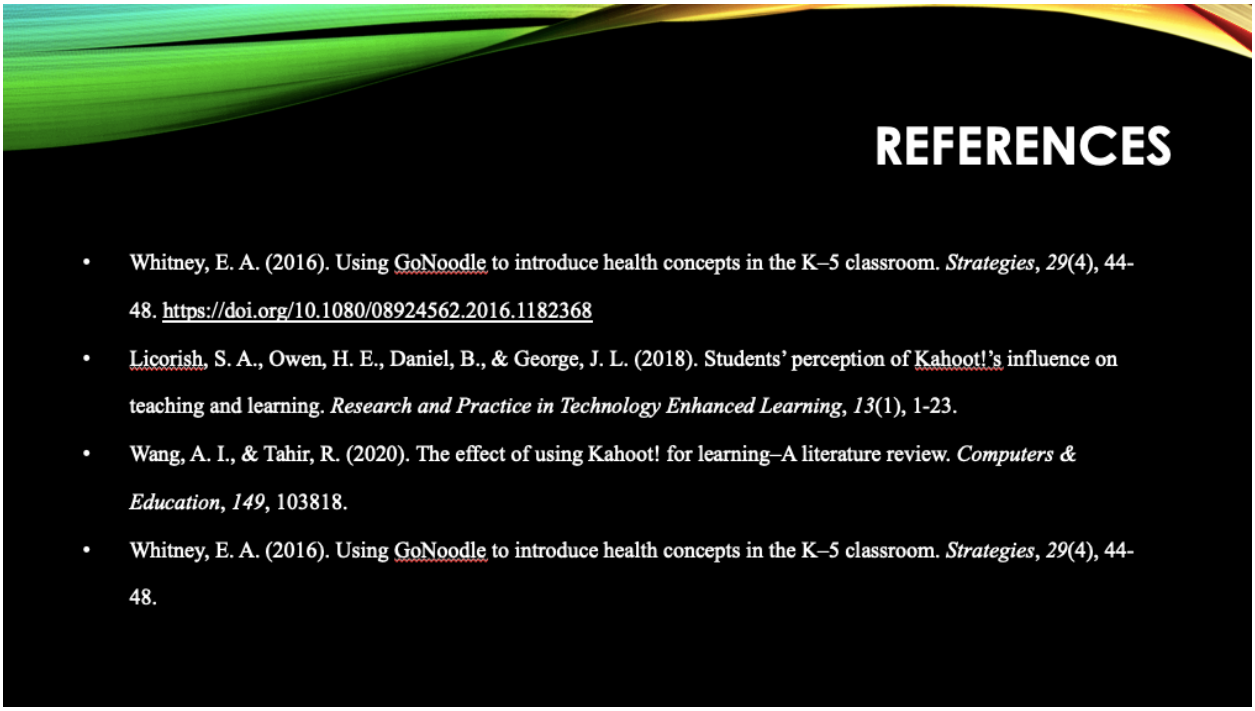

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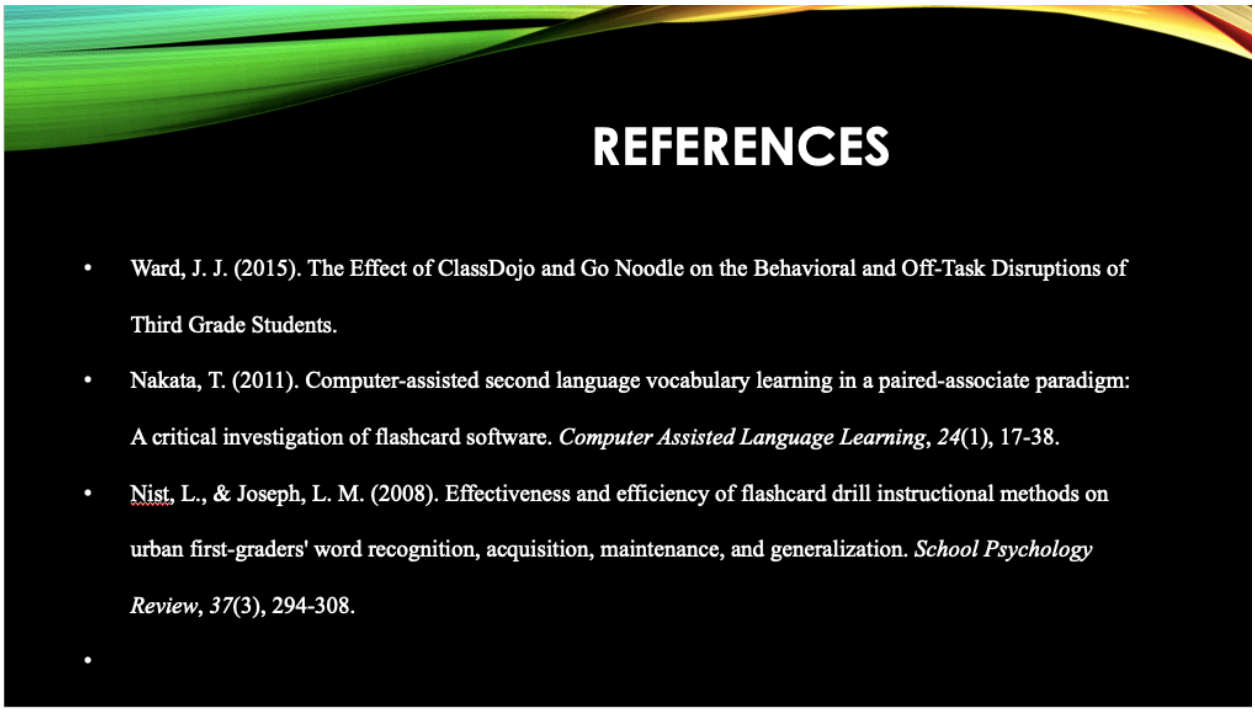
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